

# The School Executive

SEPTEMBER 1958

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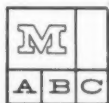
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### PREVIEW OF OCTOBER

I want to call your special attention to a feature of the October issue of THE SCHOOL EXECUTIVE. The issue will have some 16 pages of brief case-history descriptions of promising practices now going on in various school systems over the country. We believe you will find at least two particular uses for this material: it will provide you with authentic material to present in your community, and you will find suggestions for practices you might want to adapt in your situation. This is our answer to the loud cries of the critics and the passionate defense of the status-qup folks. We shall be very much interested in your reactions to this material.

—WALTER D. COCKING, editor

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THE SCHOOL EXECUTIVE





## AS I SEE IT

by Helen S. Gaskin

# Crisis in American Education

**A**MERICAN EDUCATION during the past several months has been weighed in the balance as never before. Millions of words have been written and spoken. Every medium of communication has been brought into play. Educators and laymen alike have had their say. Friends and foes have advanced their views. Those who had never thought much about education before, along with those who have spent a lifetime in study and practice, expressed their views, voiced their criticism or support. Proposals ranging from total abolition of our system of education to retention of present programs without any change have been flung recklessly before the public.

No wonder the people find themselves bewildered. Their faith in what they believed to be one of their country's proudest contributions has been shaken. The end result is that the average person today doesn't know what or whom to believe. He has even begun to doubt the tenets on which our system of education is based.

Among the welter of words and the scores of proposals advanced, fortunately there have come a few thoughtful studies which seek to appraise what we have and in the light of today's conditions to advance suggestions for further improvement. Two of these studies are "Contemporary Challenges to American Education" produced by the Educational Policies Commission, and the Rockefeller Brothers Fund report entitled "The Pursuit of Excellence—Education and the Future of America." The current study of secondary education directed by James B. Conant and financed by a grant from the Carnegie Corporation promises to add a further constructive analysis of the present situation and to propose improvements.

**A**N ANALYSIS of the education picture brings certain pertinent facts to the fore and makes clear various issues which have to be resolved. Here are some undisputed facts:

1. The number of students in elementary and secondary schools and colleges will increase markedly each year for an indefinite number of years.

2. The need for educational plants to house this increasing student population will grow more and more critical and will require a greatly stepped-up building program.

3. There is an increasing need for more teachers and

more competent teachers at all levels. New and better programs for preparing teachers are vitally needed.

4. Much more money will be required both for the current operation of schools and for new plants.

5. There is need for significant programs of research so that its results may be applied to the vast educational program which future years will require.

**I**F SUCH basic educational needs are to be met promptly and efficiently, these are some of the issues which must be resolved:

Shall the traditional values of "the worth and dignity of every individual" and "equality of educational opportunity" be continued and put fully into practice?

What shall be the aims and objectives of America's future programs of education?

Shall the financing of our schools and colleges be recognized as a partnership task involving the taxing powers of local, state and federal governments?

Shall the construction of new educational buildings recognize that good environment is an important teaching factor?

Shall future programs of teacher preparation recognize the need for teacher candidates to understand those whom they teach, the function of the school in a free society and the importance of teaching processes, and to acquire breadth and depth in subject matter?

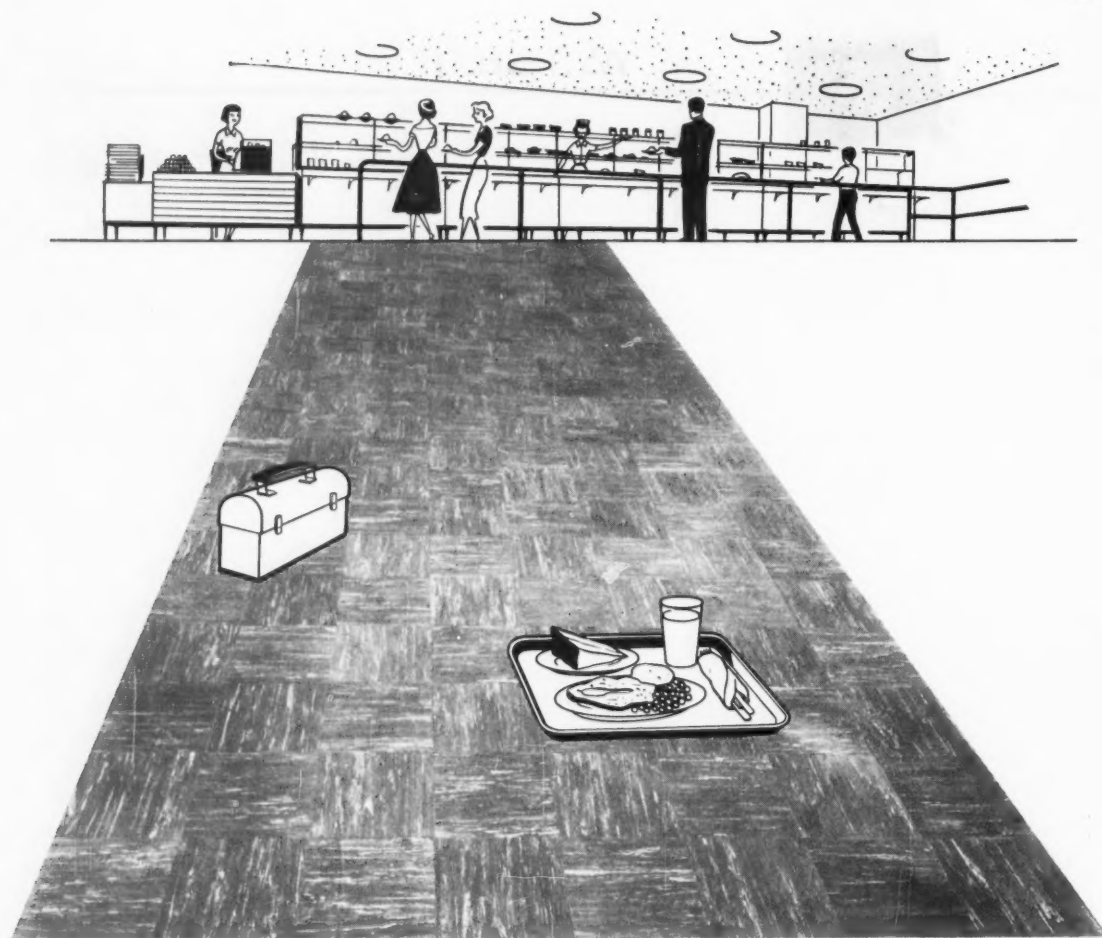
How can the potential capacities of each individual student be recognized and provided for?

How can the school develop to the utmost the creativity of those individuals who have aptitude in a given field, such as art, music or science, and assist all others to understand the contributions of these fields?

How can all citizens keep aware of the changing needs, issues and problems of education, and take intelligent action with respect to them?

Can we develop school administrators who have vital leadership qualities and educational understanding to guide the schools and colleges in carrying out their important tasks?

The answers the American people finally give to these and similar issues will determine the character and quality of American education. Indeed the continuance of our free society and way of life will be determined by the decisions made on these issues.



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### Change and growth

HAVE YOU EVER come home from the office to find your living room all changed about—your easy chair in a different spot and new curtains in the bay window? Woe betide you if you failed to notice or to comment on these innovations even though they might take a bit of getting used to.

This issue of *THE SCHOOL EXECUTIVE* has had a similar going over. It's in a new, trimmer size. The table of contents page has been redesigned. The body type is all new—it's Baskerville 10 on 12 if you want to know. Headline faces are new.

As a matter of fact, change goes on continuously in this magazine, though often so quietly that we are only reminded of its extent when we pick up an issue of a few years back. Then the changes hit home with the impact of those bygone pictures in your family album. Change of this sort is illustrated by our Spotlight section in this issue with its departmentalization of news and boxed table of contents to help you more readily find the news that is of special interest to you.

Such changes aim to add freshness and interest to *THE SCHOOL EXECUTIVE*. Without them our magazine would soon present a dreary front to the world. But underneath these surface changes, a deeper change is taking place. The fact that there is vision and largeness of spirit in the school administrative profession makes possible the continued growth of the journals that serve it. This growth can only be measured in decades. It will go on as long as thoughtful men use the pages of *THE SCHOOL EXECUTIVE* and kindred magazines to discuss matters that are of deep concern to education and to our schools.

—PRENTICE C. FORD, Publisher



Prentice C. Ford

### A New School Year

EVERY SCHOOL year is an important one, but the one about to begin is of unusual significance. It finds a world in peril, torn apart by different ideologies and ambitions for power. The race to explore and conquer outer space continues. We are still probing and refining the making and uses of nuclear energy. Want and plenty exist side by side.

In the United States we find politics as usual. We have not yet reconciled our national concept of equality of opportunity for all with our day-by-day relationships with people. We feel unstable and insecure.

In addition, our faith and beliefs in our educational system have recently been shaken by an onslaught of criticism. We know we are confronted with ever-increasing thousands who want and need education. We know that many more and better buildings are needed.

And we know that all these things cost money, and that taxes are already high.

But quality must be lifted. We must prepare those with special aptitudes to provide leadership and "know-how" in many fields. And at the same time we must find ways to guarantee the worth and dignity of every individual, and to develop his capacities to the utmost.

This is the setting facing schools and colleges. How shall we meet it? We look to the administrators of our educational institutions for a larger proportion of the leadership we so urgently need. Clear vision and great courage are the priority demands. Our leadership must demonstrate a faith and belief in people so that the people will and can have faith in it.

The quality of our educational leadership this year will largely shape the extent education will meet its challenge in today's troubled world.

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## But My Child Is Different!

**M**OST BOARDS OF EDUCATION have the authority to set their own rules regarding chronological age requirements for kindergarten entrance. Unfortunately, these vary from one community to the next, causing a great deal of confusion and misunderstanding among parents. Invariably, there are some parents who attempt to enroll children although they are too young according to the district regulation.

At least once a year, every elementary school principal is con-

fronted with the problems of registering new pupils. What should a principal do if he is pressured to make exceptions regarding enrollment? This case study describes one such situation.

"Won't you come in, Mrs. Rowe, and take that comfortable seat there in the corner? Maybe Jean would like to sit in the small chair right next to you. Do you have Jean's birth certificate?"

"Yes, I do," Mrs. Rowe said as she handed it to him. Then, turning to the child, she said, "Jean, this is Mr. Hall, your principal."

Jean said nothing, but sat very primly in her chair.

"How do you do, Jean. I'm so glad you're starting kindergarten with us," Mr. Hall said. "And now, Mrs.

Rowe, I'll have to ask you a few questions. Let me see—according to this birth certificate, Jean was born on April 8, which makes her five years and five months now."

"That's right. Since we're new here, I don't know your regulation on the minimum age at kindergarten entrance."

"A child must be five by January first of next year," replied Mr. Hall. "Now, let me see, your husband's occupation?"

"He's an electrical engineer."

"Do you have a telephone?"

"Not yet."

"Well, as soon as you get one, would you let us know your number, for use in case of an emergency. I wish I could give you a choice of sessions, but the only session available now is in the afternoon. Including Jean, there will be thirty in each group, which is more than our usual number."

"The afternoon session will be just fine with me," Mrs. Rowe said.

"Jean is a late riser, anyhow. Do you switch the sessions at mid-year?"

"No, we don't," Mr. Hall said.

By **MORRIS HAMBURG**, principal, Fulton School, Hempstead, N. Y. This case is taken from his book, "Case Studies in Elementary School Administration," published by Columbia University. Case study #1 appeared in April.

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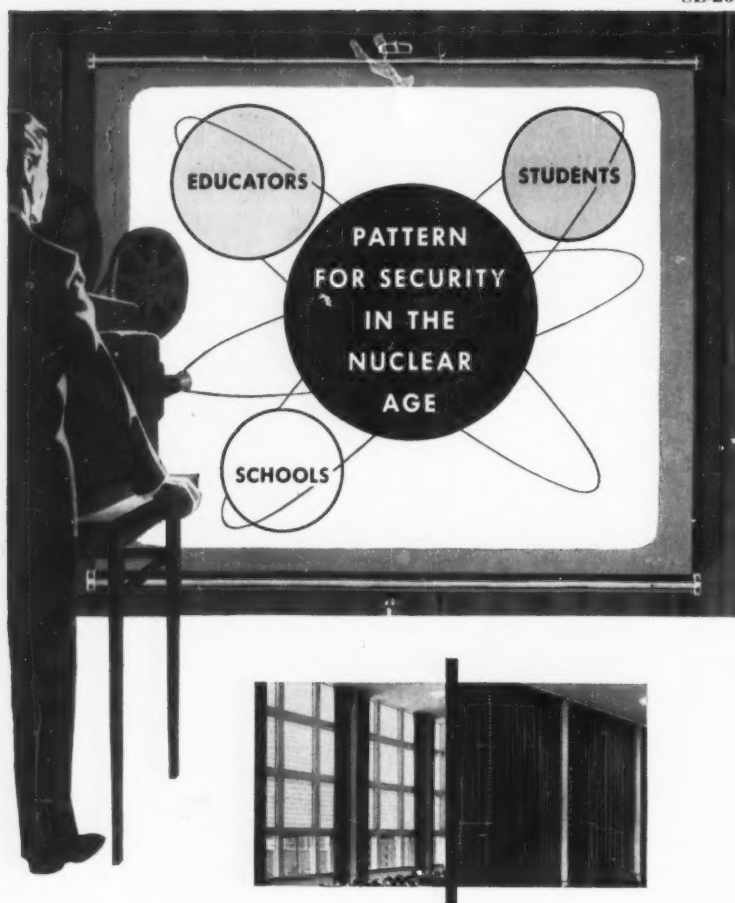


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(Case study continued)

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"Thank you," Mrs. Rowe replied, rising from her chair. "You must be very tired after two days of registration."

Mr. Hall sighed. "Yes I am, but its always a pleasure to welcome newcomers to school, especially the kindergarteners. Both the children and the parents seem to be so thrilled when entering school for the first time. I have one more appointment, and then I hope we'll be ready for opening day, tomorrow. Goodbye, Jean."

Jean looked up at him, smiled, and took her mother's hand. They walked out of the office and through the door marked School Nurse, and Mr. Hall greeted the next mother waiting to register. She fairly had to drag in her son, who was quite small by comparison with Jean, and who, obviously, was not looking forward to the interview.

After getting them seated, Mr. Hall asked the mother to show him her son's birth certificate. When it was handed to him, he noticed that the boy would not be five until January 18 of the following year, and he immediately said, "You know, Mrs. Black, your child is too young for kindergarten entrance. I realize it is only eighteen days, but I'm afraid that I cannot register him. The ruling adopted by our board of education states specifically that a child must be five by next January first."

Mrs. Black reddened perceptibly and said, "Couldn't you make an exception? After all, it's such a small difference, and it seems a shame that Edgar will have to wait a whole year before entering school. I don't like to brag, but my boy is an ex-

ceptional child, and all of his playmates are older than he."

"Mrs. Black," the principal replied, "I've heard this story many times, but unfortunately, if I make an exception in your case, I'll have to do it for many others in the community. I've already turned down four other January cases. We have to draw the line somewhere. Besides, we simply don't have the room. My only suggestion to you if you want him in school now is that you enter your son in a nursery school."

This did not deter Mrs. Black from her efforts to get Edgar into the Webster School. She said, "I understand your position, but I'm determined that Edgar attend kindergarten this fall. I've already made plans to get a part-time job, and I've been counting on his being in school. I'm not going to let a slight matter of two and a half weeks stand in my way. Not only am I a taxpayer in this district, but my sister-in-law, Anne Smallwood, is a member of the board of education. I wish you'd call her and see whether an exception couldn't be made this time."

"I'm sorry," Mr. Hall answered, "but in all fairness to others in the same position, I cannot consider Edgar, much as I would like to do so. Most likely it would be to Edgar's advantage to wait another year, anyhow. I've just registered a child who is almost a whole year older than Edgar, and there are others who are even older. We do try to take into account the individual differences of children. But Edgar would be competing with many of these older children both now and all through school. I don't see what is to be gained by contacting your sister-in-law. After all, she's a member of the board which drew up our present ruling."

Mrs. Black then departed, dragging Edgar along with her, and Mr. Hall promptly forgot the incident. School was to open the next day, and the principal had to attend to many details.

Later that afternoon, Mr. Hall received a telephone call from his superintendent, Dr. Weber. After some preliminary conversation, Dr.

Weber said, "By the way, did you have a Mrs. Black trying to register her son for kindergarten?"

"Yes I did," replied Mr. Hall, "but the child was too young, and I stuck to my guns. I'm sure you would agree with me."

"I do," answered Dr. Weber, "but Mrs. Smallwood called me about this a few minutes ago and told me that the boy is really an exceptional child. I understand that he misses out by only eighteen days. Would there be any possibility of getting

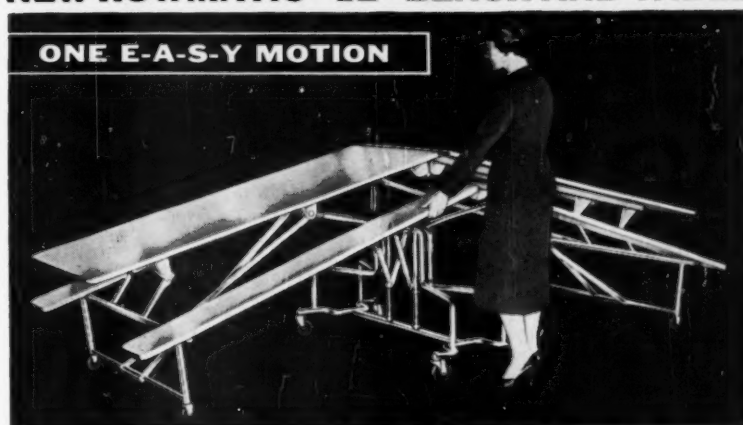
him tested to see whether or not he could compete satisfactorily with the other children in the kindergarten? You know we have done this before on some occasions."

"I know we have," said Hall, "but this child didn't appear exceptional to me. I don't see what right we have to get him tested without testing the other January children. What's more, I think we should take into consideration the fact that our kindergartens are jammed already."

"Well, just as a favor to me, get

SE-209

## NEW HOWMATIC "12" BENCH AND TABLE



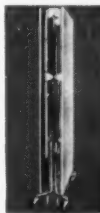
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(Case study continued)

all the January children tested," Dr. Weber said. "From what Mrs. Smallwood tells me, this boy should be head and shoulders above the rest of them. You know how difficult it is to judge anyone from first impressions. Who knows, we may have a gifted child here."

"O.K.," Hall said. "I'll make arrangements with the school psychologist to test the children sometime next week."

Mr. Hall then telephoned the mothers of the five January children who had applied for kindergarten entrance. Two of them declined the invitation for the test, stating that they would rather have their children wait another year. The remaining three, including Mrs. Black, made individual appointments for their children to be tested by the school psychologist.

The results of the testing were given to Mr. Hall shortly after the

tests were administered. Two children tested had IQ's of 125 and 131 and indicated a high social maturity. Edgar Black scored 101 and gave evidence of low social maturity.

Mr. Hall informed Dr. Weber of the test results and said, among other things, "In view of these test scores, I feel I should offer kindergarten entrance to the two children who ranked high—in spite of our overcrowded conditions. If the mothers are willing, I'll admit the children. However, the Black child is definitely not ready for kindergarten at this time."

Dr. Weber said, "Fine. I hope this settles it. Will you notify all three mothers?"

Mr. Hall called all three. The mothers of the high-scoring children were delighted with the reports and made preparations to enter their children the following day. When Mrs. Black was informed that Edgar, although normal, wasn't ready for kindergarten entrance, she demanded that Mr. Hall put this in writing. She also demanded to see a copy of the test given to Edgar. Mr. Hall told her that he would not permit her to see a copy of the test, but that he would be glad to inform her in writing that, in the school psychologist's estimation as well as his own, Edgar wasn't yet ready for kindergarten entrance. The letter went off that afternoon.

Late the following day, Mr. Hall received a telephone call from Mrs. Smallwood, who asked him to reconsider admitting her nephew. Mr. Hall informed her that it was quite impossible under the circumstances.

The following week, Dr. Weber again contacted Mr. Hall, and once more referred to the Black case: "Mrs. Smallwood has been on my neck about this, claiming that the boy ought to be retested. I checked with the psychologist, who admits that testing procedures are not always perfect. In any event, the boy has at least normal intelligence. Since the other two children have already been admitted, what about getting Mrs. Smallwood off our backs and letting Edgar in on trial? All right with you?"

Question: How should Mr. Hall go about arriving at a decision?

SE-210



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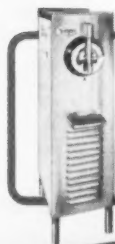
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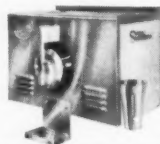
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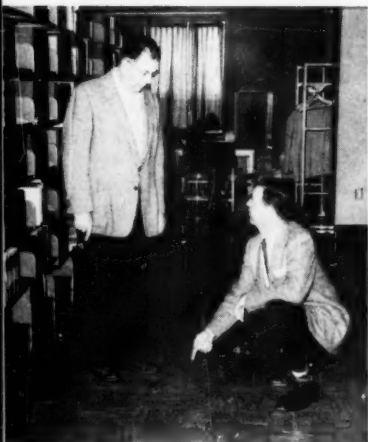
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## High Court Keeps Hands Off Integration

The Justices of the Supreme Court, as July arrived, packed their vacation duffle bags for a recess that will last until October, finishing another term without departing from the Court's by now evident intention of leaving the actual implementation of its famous 1954 desegregation decision to lower courts.

The appeals from Charlottesville and Norfolk, Va.; Little Rock, Ark.; and a half dozen others on lower court action requiring desegregation were not reviewed. It might be said, however, that the policy was observed by two near-misses, one arising from Little Rock, Ark., and the other from Girard College in Philadelphia.

After a year of integration in the Little Rock High School, decreed by a Federal judge and upheld by Federal paratroopers, the Little Rock Board of Education petitioned the court of Federal Judge Harry J. Lemley for a 2½-year delay. An order for delay was granted. An appeal from the order of Judge Lemley was made to the United States Supreme Court. The high court justices refused to vacate the order, but in an unsigned opinion they told the Eighth Circuit Court of Appeals in St. Louis to rule on the appeal from the order of Judge Lemley "in ample time to permit arrangements to be made for the next school year."

Girard College, located in the heart of old Philadelphia, was founded in 1831 in accordance with the will of Stephen Girard, banker and "merchant prince" of that city, for white male orphans only. The Girard endowment has grown to \$89 million, and produces an annual income of \$3 million which is available for financing the education of less than 1,000 boys.

In April 1957, the Supreme Court declared the Philadelphia Board of Directors of City Trusts was a State

body, and that its refusal to admit Negroes was discrimination by the State. The Philadelphia Orphan's Court then appointed 13 private trustees, and the Supreme Court refused to interfere with the action. The State of Pennsylvania and the City of Philadelphia joined others in an appeal. The high court dismissed the appeal. Court attachés make it clear that this action was taken in reference to the implementation of a will, and that, in taking it, the Supreme Court had not reviewed a case of racial discrimination in the schools.

### Third grade linguists

The report of a 3-day conference of language teachers sponsored by the U. S. Office of Education recommends a 10-year program of foreign language study, beginning with the 3rd grade and extending through the high school.

The District of Columbia schools expect to be teaching Spanish and French in the 3rd grade by September 1959, if the school officials can sell the program. Superintendent Carl F. Hansen says the first step in the foreign language program can be carried out with nine teachers at a cost of \$44,000 in the elementary schools of the city. Eventually, 45 language teachers would be needed.

### Researching the gifted child

A follow-up of the NEA project of the current year, dealing with the identification of academically talented students in the high school, is the establishment of a consultant and clearing house service for teachers engaged in or interested in the education of the gifted. The new service will: keep an up-to-date record of experimental and research projects; collect materials on all aspects of this problem; point to needed research in the area; and sponsor conferences on specialized topics within the field.

The gifted child consulting service will be available to state and local school systems, colleges and universities, and to education associations.

Director of the 3-year consultant project, which will be financed by the Carnegie Foundation, is Charles E. Bish, for ten years principal of the McKinley High School in the District of Columbia.

#### A boost for federal aid?

Miss Bertha Adkins, vice-chairman of the Republican National Committee, and sometime dean of Western Maryland College, has been appointed Under-secretary of Health, Education and Welfare. Miss Adkins succeeds John Alanson Perkins, who will become president of the University of Delaware.

The new Under-secretary expresses special interest in federal aid for school construction.

#### U. S.-educated Iranians

The United States continues to lead the free world in the education of foreign persons. Representatives of newly-developing countries of the world who come to the Capital make reference to, or themselves exemplify, the expanding influence of American education. Kwame Nkrumah, prime minister of Ghana, currently touring the United States, is a former student of the University of Pennsylvania. The Shahanshah of Iran, describing to Washington newspapermen the growth of education in his country, said with pride that "in the last 30 years, Iranian students have been sent by the hundreds to Europe and America for higher education; now the numbers exceed several thousand. There are 2,400 of them in America alone."

The Institute of International Education announces that, in 1957-58, there were 43,391 students and scholars from 145 countries in 1,801 American schools.

#### Consolidating the schools

The reorganization of school districts in the United States has proceeded rapidly during the last 25 years. In 1932 there were 127,244 school districts of all kinds in the United States. In the last school year there were 49,477. A 324-page study

just released by the American Association of School Administrators on School District Organization urges a step-up in the progress of school consolidations, calling further reorganization "one of the major educational problems of the times."

A report made by an AASA Commission says that more than half of the nation's school districts are too small to permit the offering of a sufficiently broad curriculum and the provision of the specialized personnel needed in today's school. The Commission suggests, as the minimum size district, one that can enroll at least 1,200 students in grades 1-12, and employ 40 teachers.

#### No bumper crop

School administrators are now sampling the teacher crop for the beginning of school in September. The number of teacher candidates qualified to begin school this fall had reached 116,000 at graduation time last spring. But schools still will open with 135,000 fewer teachers than needed, according to the NEA, which makes a study of teacher supply and demand each year. The NEA estimates that 95,000 teachers will leave the profession and 25,000 will be needed to serve increased enrollment. With the additional teachers needed because of the overcrowding that existed last year, the teachers needed to replace the unqualified teachers now employed, and the teachers needed for additional services, there will be a deficit of 135,000 teachers.

#### \$375,000 home

The Association for Childhood Education International will begin the construction of a new \$375,000 home in the nation's capital about January, 1959. The center will be completed next year.

The Association, formerly housed in the headquarters offices of the National Education, is now occupying rented quarters. The new building will be equipped with libraries, visual aids and other materials related to the welfare of younger children.

Embassies will be invited to provide materials and exhibits representing the best in educational aids and literature from their countries.



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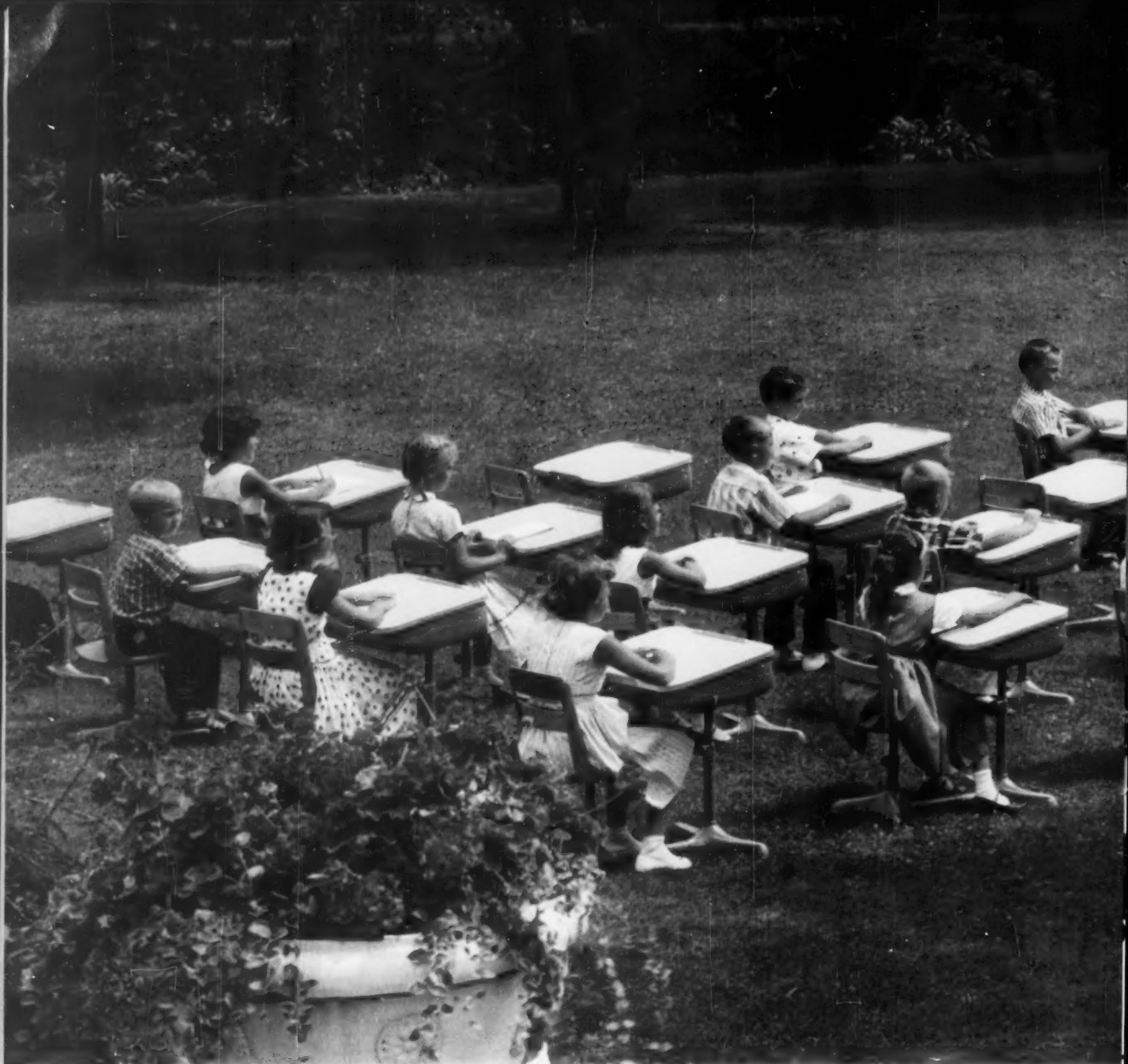
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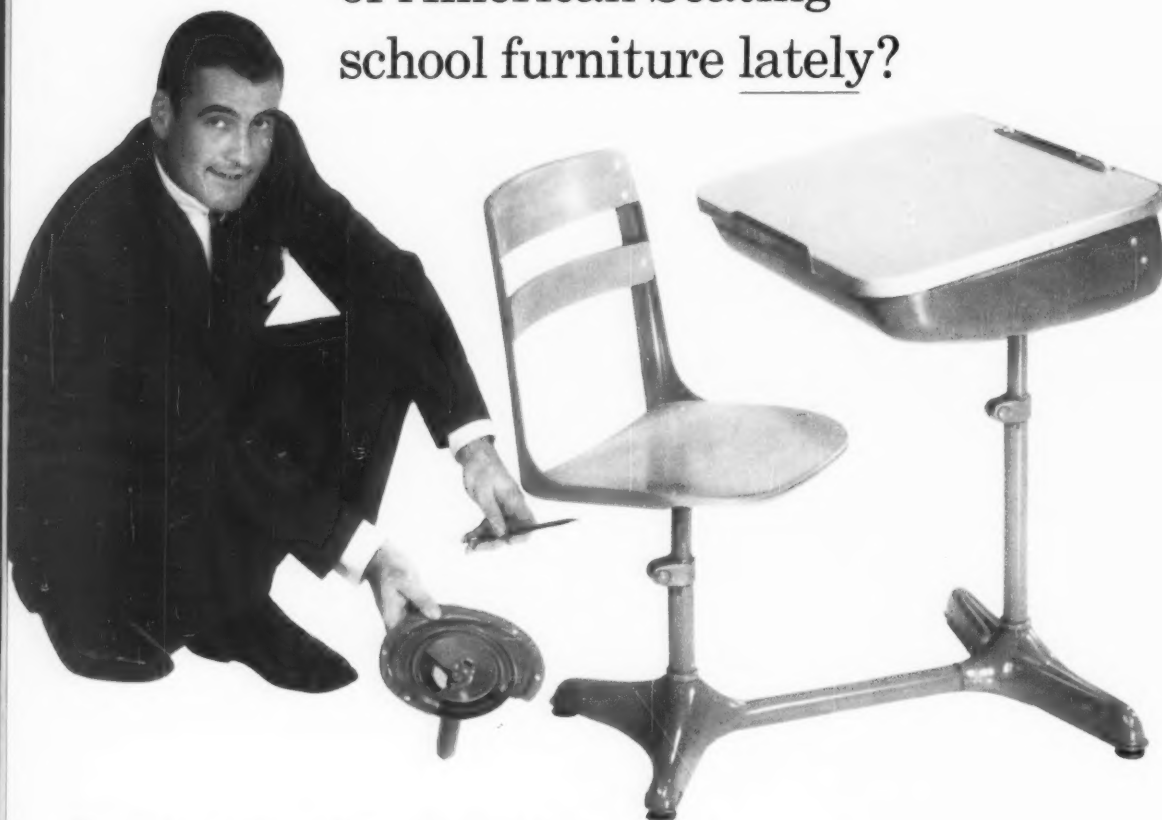
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## The Superintendency—a 9-sided responsibility

by VICTOR R. CULLENS

Superintendent  
Ephrata Public Schools  
Ephrata, Wash.

**R**ealize it or not, accept it or not, the future of America is in the hands of the public school administrator. So clear has this become that the demands of the job will quite naturally separate "the men from the boys" in the profession. As the institution of public education meets the needs of our dynamic society in this country, there will be no place for the poorly-trained, inept superintendent of schools.

The importance of the superintendent of schools has not always been largely accepted by the communities. As a result, the administrator has not achieved the status due such a position of responsibility. Of course, it would be naive and less than honest to hold that all of those presently in the field of school administration deserve this status; we have all met the athletic coach turned administrator who does not always add stature to the profession.

Among the professions, that of school administration is relatively young—if, indeed, it has yet achieved professional maturity as we know it in other fields. The role of the superintendent of schools has changed so completely in the past 50 or 75 years that the pioneers would scarcely recognize it today.

The early boards of education or "school committees" were entirely responsible for the schools, their maintenance, and their operation. The board planned the program, furnished a simple building, hired the teacher, occasionally visited the school during its operation, and fired the teacher who was inadequate professionally or personally. The oper-

ation was fairly simple and, as a result, not too demanding on the time of the committee member. The committee's job, however, became increasingly complex as schools needed more than one teacher. The work of the several teachers was often coordinated by the individuals themselves as a committee or by the appointment of the teacher in the highest grade as chairman. In effect, one person was given more responsibility for the program than others in the building and so was born the supervisor or school administrator. Soon this position was primarily the translation of school board policy into an action program.

Certainly child labor laws, compulsory school attendance, and the increasing complexity of society itself with its stress on division of labor and greater specialization have been reasons for increasing the responsibilities of the local board of education. Board members donate their services because they are intensely interested in their community's welfare, but these sincere directors also realize their own inadequate training in education to administer a school program. A natural course of action is to hire a professionally-trained, competent, and experienced executive officer to translate the ideas of the board and the ideas of the people whom they represent into the best possible educational program.

As the job of the school superintendency has evolved, professional schools have been established to train administrators. Some of these schools have been staffed entirely by philosophers and theorists; others by practitioners who have learned the profession through the "school of hard knocks." The best utilize a combination of the two. As Zeno B. Katterle, dean of the School of Education at Washington State College, has stated, "School administrators have often come into disrepute because they try to run the schools 'by ear'

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when, in reality, they don't know the tune." A superintendent of schools can become "ring-wise" after years of warding off blows, but if he doesn't understand his job and his responsibilities, his board of education and the community, he is inadequate in the position.

Administrators largely agree with the basic notion that their sole purpose is to facilitate learning. The many tasks carried on by superintendents and principals revolve around and take direction from that theme. The busy superintendent may work long hours for days at a time without making personal contact with a pupil; he may occupy his time with jobs that seem far removed from the learning situation in the classroom, but if his energies are for some other purpose than to facilitate instruction, his efforts are misguided.

Let's analyze the role of the superintendent of schools in terms of his major responsibilities. The following are not necessarily in order of importance:

First, he is the chief executive officer of the board of education, and operates the schools within the framework of policy established by his board. Ideally, these policy statements should be in written form, and the administrator and his staff should develop rules and regulations to implement the policies.

The executive function in a school should be vested in one individual. Internal subdivision may be necessary in large systems to accommodate specialization but it has no bearing on the concept of unity.

Second, the superintendent is the professional advisor to his board of education. The members of a lay board of education have had no professional educational training and should not be expected to know a field as specialized as that of the psychology of learning or the principles of public finance and taxation, to name only two examples.

Third, since one of the major purposes of the schools is instruction, the superintendent has as

one of his most important responsibilities that of being the instructional leader. This implies primarily his function of supporting, encouraging, and striving for an improved school program.

It further suggests the desirability of coordinating the curriculum both vertically through the school system and horizontally within given grade levels and departments. This job becomes increasingly difficult in direct proportion to the size of the system.

The superintendent, as status leader, can do a great deal to establish the group norms of teaching standards. The process of evaluating the quality of teaching as it relates to the improvement of instruction should be a continuing cooperative endeavor with the superintendent furnishing dynamic leadership.

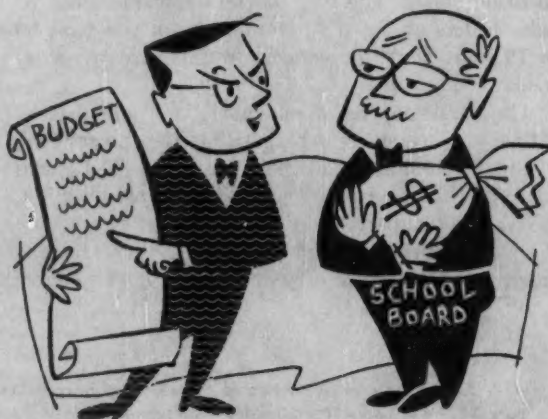
Fourth, the administrator is responsible for organizing the school system in the best possible way to effect economies as well as to utilize the human resources available to him. In addition, he is responsible for staffing the school system. Although the board of education is legally empowered to do the actual employing and discharging of personnel, it should only be done on the recommendation of the superintendent of schools.

Fifth, he must constantly appraise the entire school system. Evaluation can only be accomplished in terms of philosophy and objectives. If an administrator doesn't know where he is going, he will never know when or if he has arrived. A written philosophy of the school's program should be accomplished cooperatively among the superintendent, his professional staff and the board of education. Other citizens of the community should be involved in the process through the use of a citizens' advisory council if at all possible.

Appraisal by the superintendent and his staff is not effective unless there is constant reporting to the board of education. Thus the policy formation process is founded on facts and recommendations unearthed in the evaluation.



The superintendent must: select a competent staff . . .



obtain the necessary funds . . .

Sixth, the superintendent of schools is responsible for an effective program of interpreting the schools to the public. In many instances the caustic criticisms of public education since sputnik have been based on ignorance, half-truths, and misinformation. We find ourselves constantly on the defensive because we rarely take the offensive by providing the public with the facts. We would certainly have fewer critics if we arrived first with the correct information. Free, universal education as we know it today is threatened on many fronts even though most responsible leaders in our country know it to be the very foundation upon which our system of government is based.

The administrator who accepts the principle that "the schools belong to the people" will strive to set up the mechanism that will serve to keep him informed of the wishes of these same people. In more and more communities this is being done successfully through a citizens' advisory council. Not only does such an organization of laymen serve as a sounding board for public opinion but it is a useful device for informing the community of the objectives, achievements, and plans for the school. There is probably no blueprint for the organization of such a group, but if it is to succeed, there have to be clear-cut relationships defined in writing between it and the board of education and the professional staff of the system.

Seventh, one of the most important of the superintendent's responsibilities is that of budgeting. Again the best budgets are usually developed through cooperative effort and the administrator must assume the leadership for the process. The budget will reveal the educational philosophy of the superintendent and his staff, the board of education, and even the people of the community. It is true, however, that the philosophy, expressed or implied, may be a practical compromise between the ideals of the various individuals—including the taxpayer. No superintendent should rest well at night if he has failed to establish the child and his

educational program as the standard on which the estimates are based.

Eighth, and so important that success rests upon it, is the administrator's responsibility to maintain an atmosphere that will foster good human relations. No amount of technical know-how will overcome inadequacy in this regard. This is an intangible responsibility and its devolves on the personality of the superintendent, his friendliness, his fairness, his understanding, and his judgment.

Ninth, the public school administrator in the United States must understand and convey to his staff and community the American ideal of equal educational opportunity for all the children of all the people. He must articulate an educational philosophy that is consistent with the Constitution and Bill of Rights. Further, he must develop leadership among his staff to assist in propagating this American ideal of education.

Recently the superintendents of the state of Washington voted overwhelmingly to accept and display in their offices the following statement of the superintendent's role:

"As an active member of the Washington State Superintendents' Association, I will provide adequate leadership to secure maximum educational opportunity for all the children by constantly striving to improve the quality of instruction. The primary purpose of the administrator is to facilitate instruction.

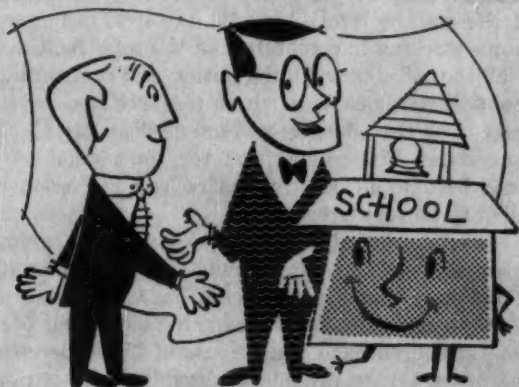
"To carry out this purpose, I will endeavor:

"1. To obtain the most competent staff available; to strive to develop that staff to the highest potential; and to work cooperatively with the staff as a team to carry out the school's purposes.

"2. To provide leadership in securing and managing the funds needed to carry out a superior program of instruction.

"3. To provide leadership in establishing good communication between the schools and the public.

"4. To evaluate constantly my role as an educational leader."

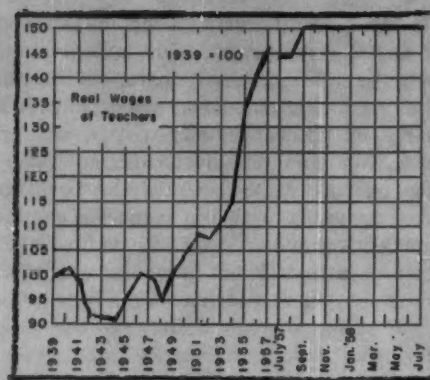
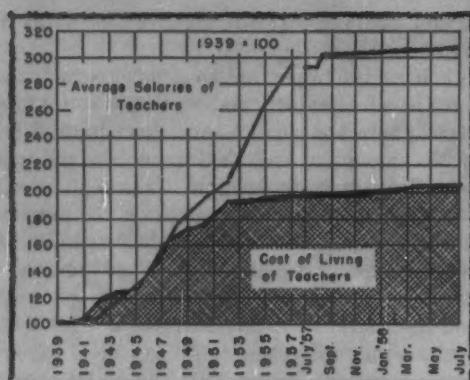


establish good school-community relations . . .



and constantly evaluate his role as educational leader.





## Teachers' Salaries and the Cost of Living

by HAROLD F. CLARK

Economic Analyst

Teachers College, Columbia University

**T**he real wages of teachers have risen during the past year. In dollars, the average salary of teachers increased some 5 percent. Since there was only about a 2 percent rise in the cost of living, this means that teachers enjoyed a 3 percent salary increase. This is a very agreeable situation. If this rate of increase were to continue for the next few years, teachers' salaries would eventually be at a very satisfactory level.

The probabilities that the real wages of teachers will continue to rise at this rate, however, are not too good. The past year has been a year of relatively slow rise in prices. During a recession there is a tendency for prices to be relatively stable. If business conditions pick up, as is widely expected, the chances of more rapid price rises are extremely high.

The supply of teachers is affected not only by the salaries being offered but by the other occupations available. The regular school system is subject to widespread competition on both bases at the present time. A recent study has indicated that about 70 percent of all chemistry graduates are going into industry. The percentage in the fields of physics and mathematics is not much lower. This means that educational institutions will have to compete with industry for their share of teachers in many subjects.

Both in the elementary school and high school, the salary of the average teacher is not too much out of line with what persons of roughly equivalent ability and training could earn outside of teaching. The real difficulty comes in regard to the upper part of the ability level. Teachers' salaries in both the elementary and the high school are

not at all competitive for the abler students who are now leaving our colleges, even though the beginning salaries are not too much out of line. What is really troublesome, is the fact that a very able student cannot look forward to a salary in teaching at all comparable to what he would get in many other occupations within a period of five or ten years.

Thousands of the abler students in the country have gone into teaching in the past because they did not have other readily available and roughly similar opportunities. Now this situation has changed. The very able student has a wide range of scholarships available, and a great range of occupations to choose from. These jobs are usually much better from an economic standpoint than the average for teaching positions. The schools should spend a great deal of time and effort in trying to devise some method to reward persons of unusually high ability adequately. If they do not do this they may find over the years that they will no longer attract any substantial proportion of the talented students.

This situation, which exists at the elementary and high school level, exists in even greater degree at the college level. Already industry has more people working in research than the total facilities of all the colleges and universities, and is spending about three times as much on research and development as the colleges and universities spend on everything. The competition for the person who could become an outstanding college professor is going to be very great.

No school board can trust to chance in trying to get some of the ablest young people on its staff of teachers. Some plan should be worked out to see that at least a few extremely able young persons are hired each year. Some of these persons are necessary to provide leadership in education 10 or 20 years from now.



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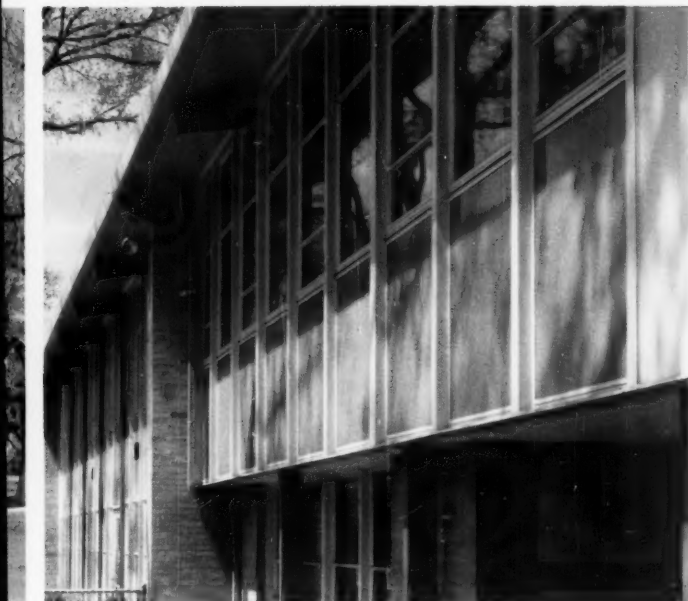
**accommodate standard bodies to carry 30 to 66 pupils**

Walls this thick



*There used to be another school at the intersection of Hanna Street and Jackson Boulevard, Forest Park, Illinois. It was a good school when it was built in 1890, but it wasn't big enough, bright enough or safe enough for today. So they tore it down and built the magnificent steel window wall school that you see in the picture.*

## make more room inside



The architect had a problem. The new Garfield School had to be built on the same small lot that the old school occupied—125' x 300'. But the new building had to be bigger inside and still have outside area for safe, pleasant surroundings. A multi-floored structure wasn't the answer because the school had to have a low, almost residential silhouette—in harmony with the neighborhood. It had to be bright and modern, and the job had to be done economically.

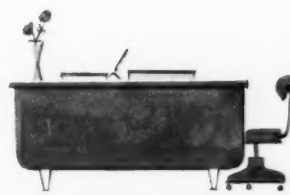
The architect wisely chose steel window wall construction. The sandwich panels, consisting of porcelain-enameled exterior, insulation and steel inside sheet, are only one inch thick, so there is more floor space inside the school—16,610 square feet. The building will always look bright and new because the apple-green porcelain will not fade or discolor. Like the spacious glass windows, porcelain-enameled steel panels require no maintenance.

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*USS is a registered trademark*

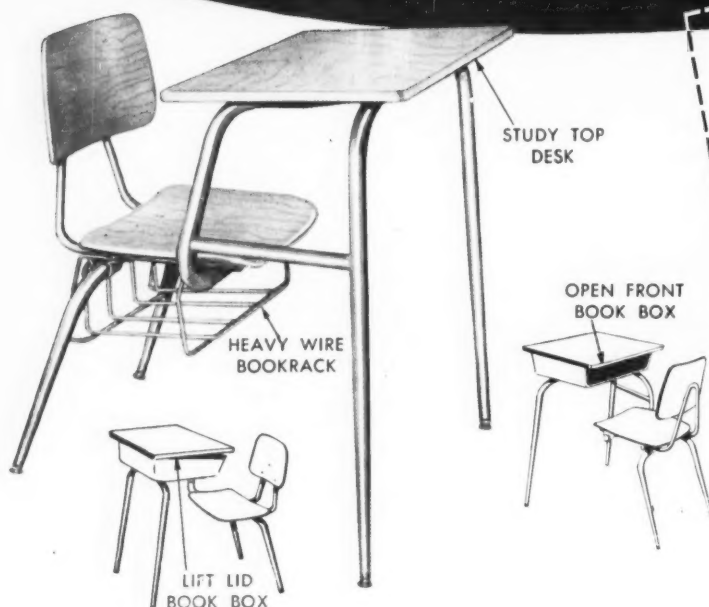
Garfield Elementary School, Forest Park, Illinois  
Architects and Engineers: Childs & Smith, Chicago, Illinois  
Panel Fabricator: Erie Enameling Company, Erie, Pennsylvania  
Window Wall Fabricator: Fenestra Inc., Detroit, Michigan



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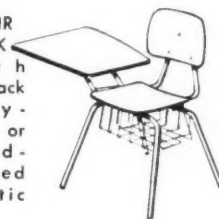


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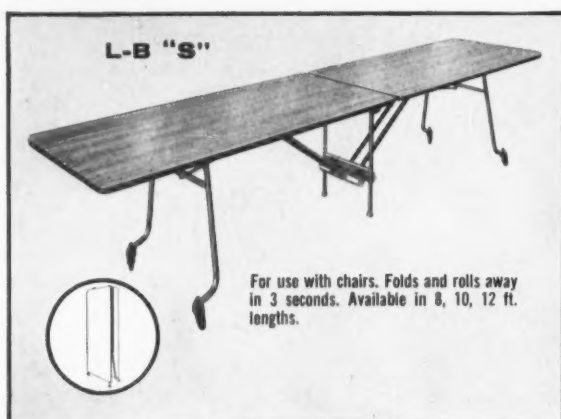
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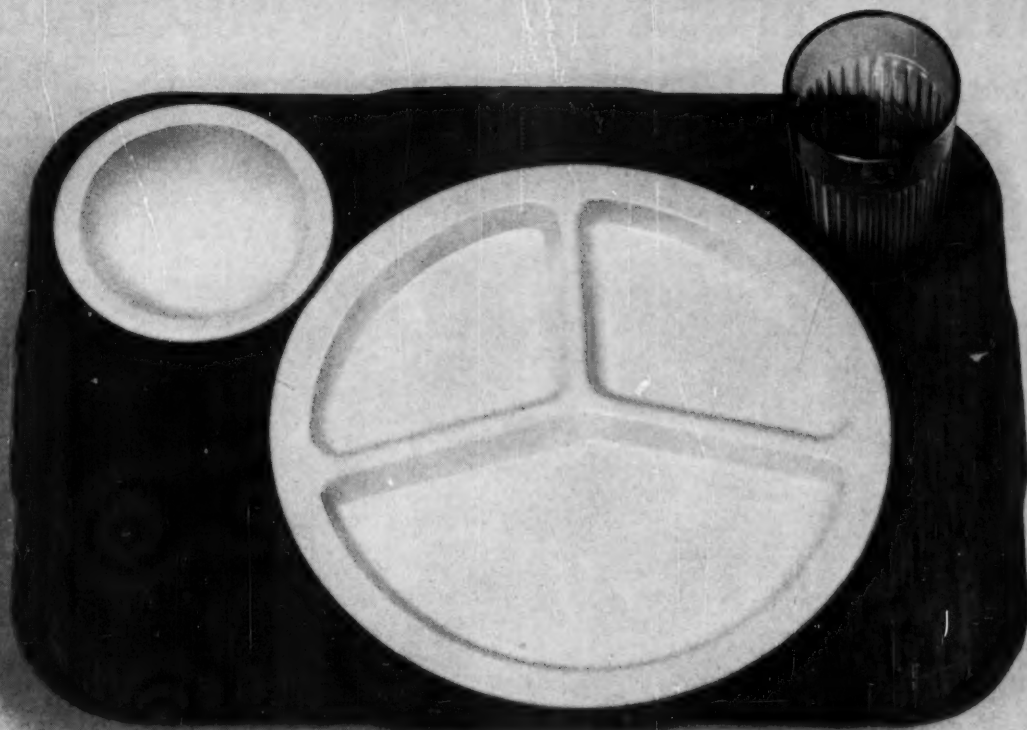
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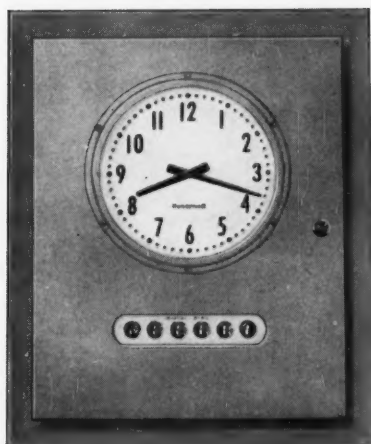
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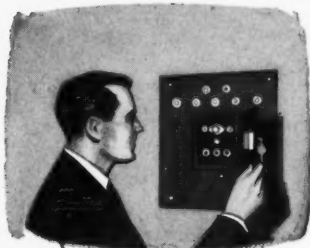
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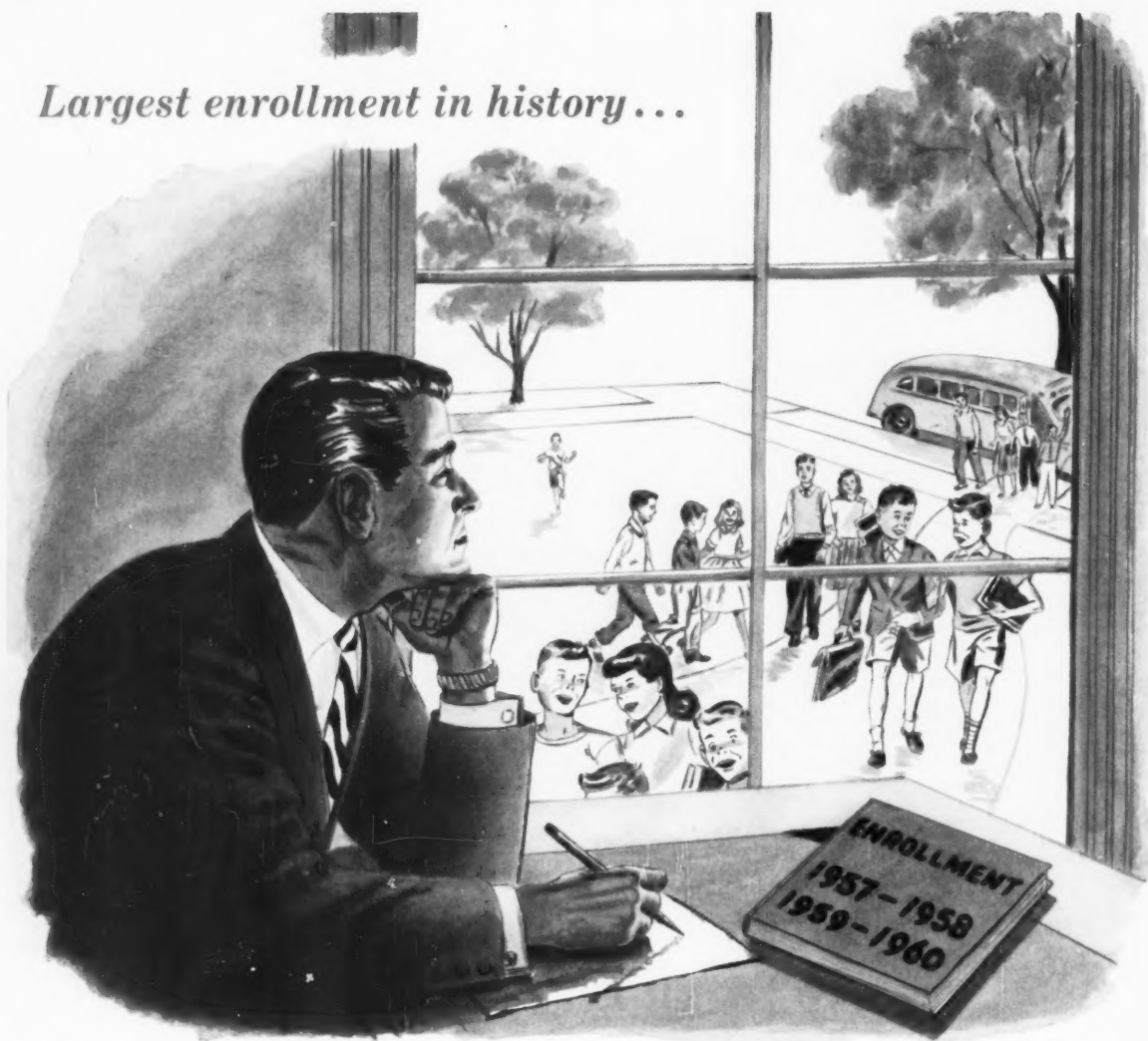
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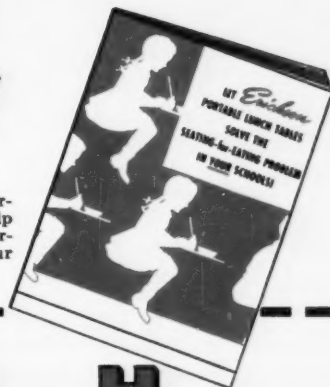
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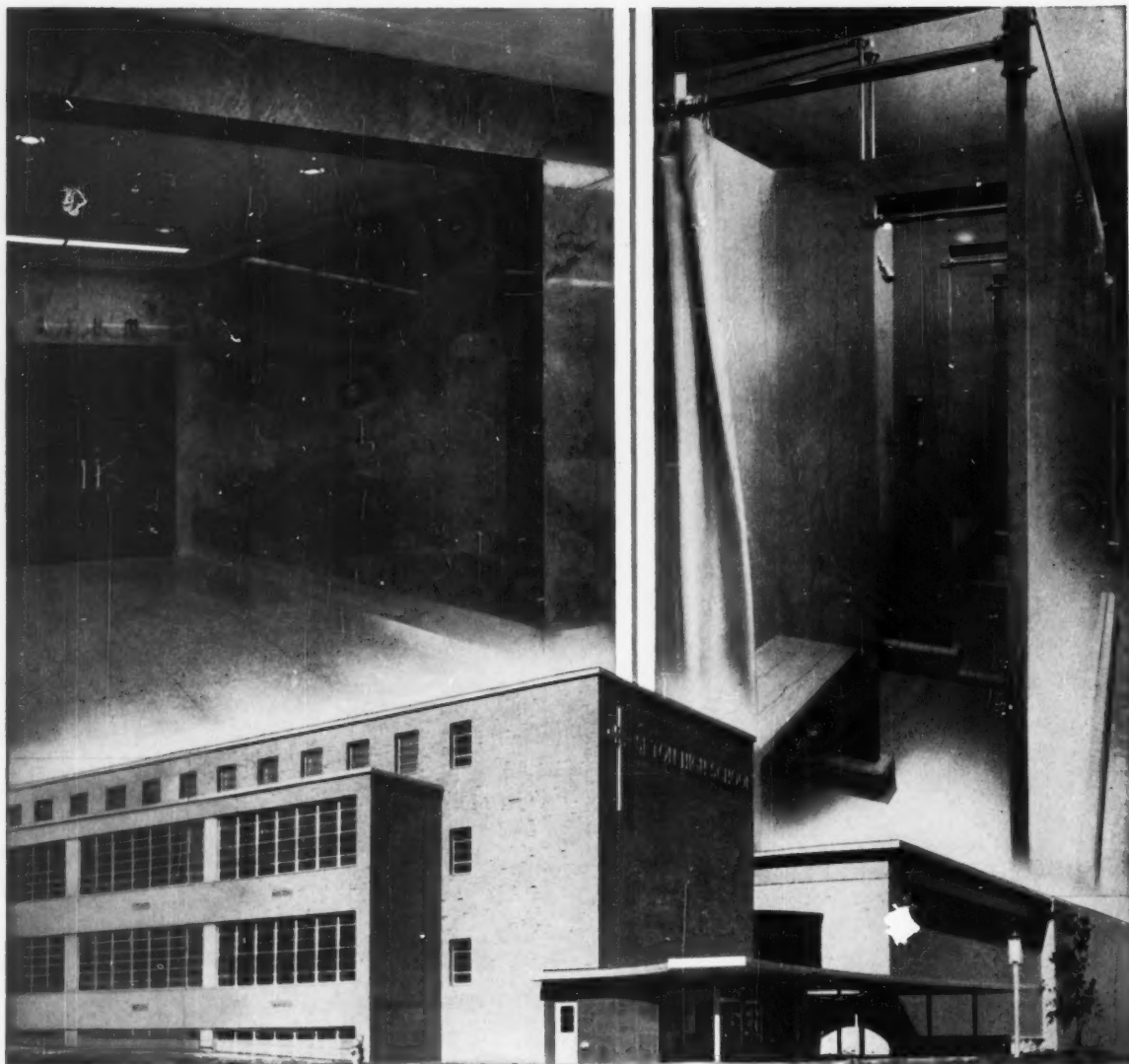
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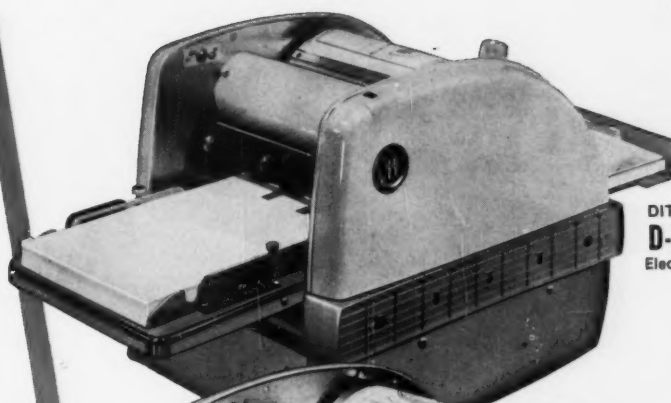
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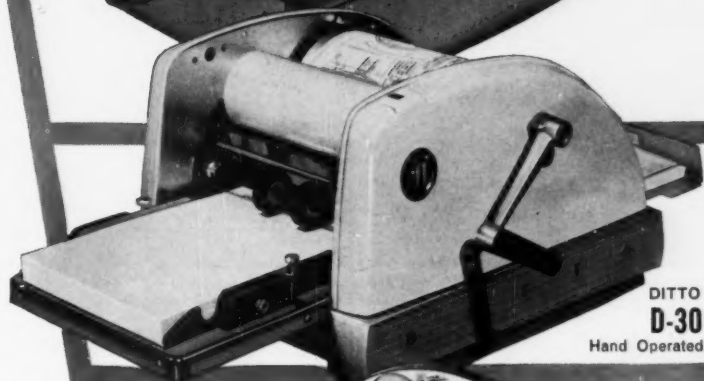
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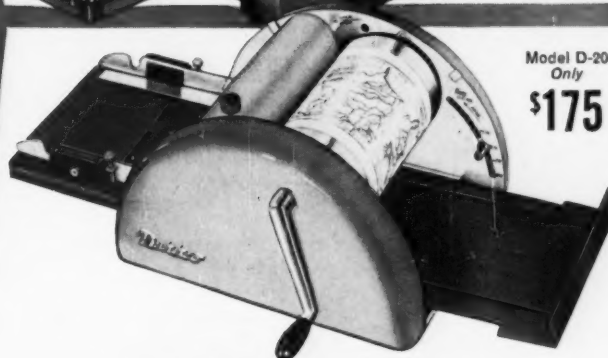
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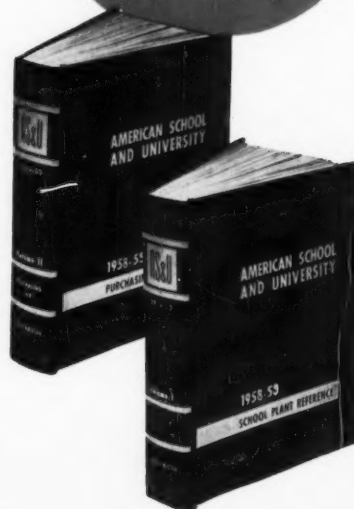
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**SARKES TARZIAN**, president of Sarkes Tarzian, Inc., pioneer manufacturer of educational and broadcast TV equipment.



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A low cost, portable television unit—especially adaptable for school use—is announced by Sarkes Tarzian, Inc.

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Measurements are 28¾" wide by 64" long and 58" high.

Provisions are made for housing two or three camera systems, plus monitoring and switching facilities. The unit contains sync generator, and all associated cabling and power distribution, and can include provisions for audio-video RF distribution units providing modulated RF output.

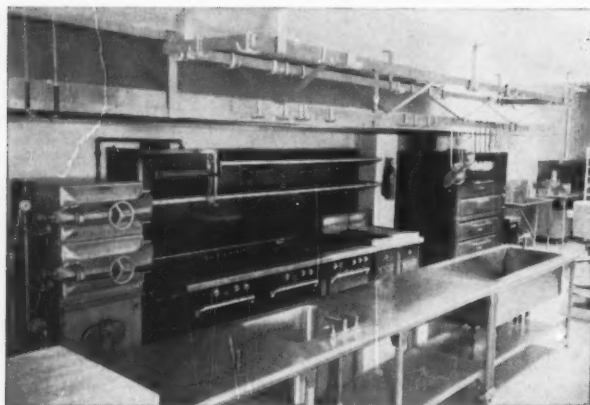
The Sarkes Tarzian mobile console eliminates the problem of cable breakage and the carrying of numerous pieces of heavy equipment from one point to another. Space is provided for housing camera cable and camera when moving the unit about. The equipment is pre-wired and tested at the Tarzian electronics manufacturing plant in Bloomington, Ind., and ready for use upon delivery. For further information, call or write Sarkes Tarzian, Inc., Broadcast Equipment Division, Bloomington, Indiana.





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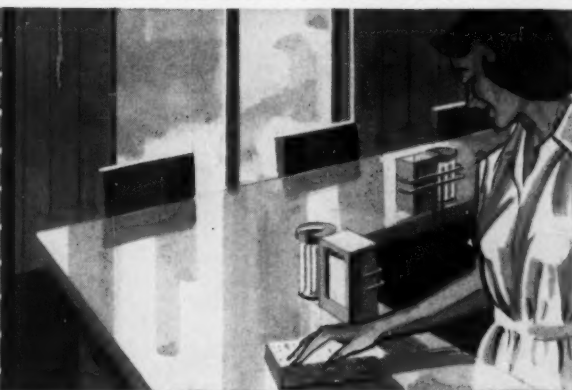
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It's the *latest word* in decorative stitching . . . in construction details such as seam finishing, blind stitching, buttonholing.

**Practical, too**—it does finer straight stitching, *smoother* because the zigzag

mechanism disengages for straight work . . . *stall-free* due to a gear motor drive.

"Drop-in" bobbin in front of needle . . . built-in threading and stitch charts . . . Slant Needle, angled for easier seeing. These are but a few of the advantages!

*Thousands* of women already own this SINGER\* Sewing Machine. Your students will want it for their homes later on.

**Shouldn't your schools** keep pace with the growing trend in home sewing, the growing demand for the *SLANT-O-MATIC*\*—*only* automatic zigzag machine for home use made in America.



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THE SCHOOL EXECUTIVE



C. C. Trillingham sends . . .

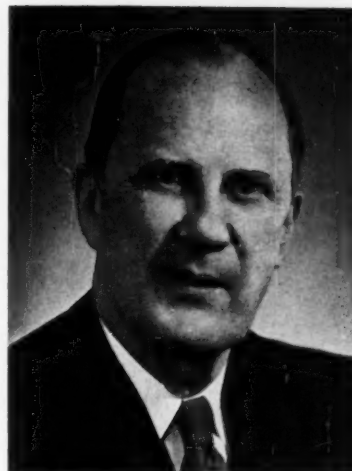
## GREETINGS

to the school administrators of the nation

**A**S THE NEW SCHOOL year begins, superintendents throughout America will be concerned with ways in which they can contribute toward upgrading the educational program in their school districts. And in this, the most important job of the school administrator, we send best personal wishes for an even more successful year than any previous one.

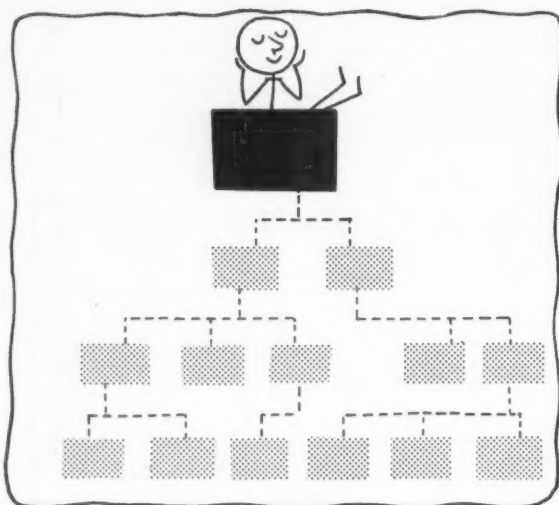
On behalf of the American Association of School Administrators we express the wish that this will be an outstanding year, professionally, for each individual member, and that the various state associations of school administrators will find their programs strengthened and their activities rewarding. I am sure that I speak for the Executive Committee, for our able Executive Secretary, Finis E. Engleman, and his staff when I stress that it is our job to be a service organization to individual members and to the state associations. In working together, all of us can enhance our skills of leadership, elevate school administration as a profession and contribute best to an improved educational program for the boys and girls of our land.

The AASA is deeply indebted to the Committee for the Advancement of School Administration which continues to make its scholarly and practical studies for the improvement of our profession. One such study, on upgrading the requirements for membership in the AASA, will be outlined in an article which I have taken the liberty of submitting to each of your state education association publications. We hope that you will give the proposal your most thoughtful consideration before our convention next February. We invite your suggestions. The entire membership in Atlantic City will have an opportunity to act, we hope favorably, on this proposal. It is a pleasure to anticipate meeting all of you again at that time.



*C.C. Trillingham*

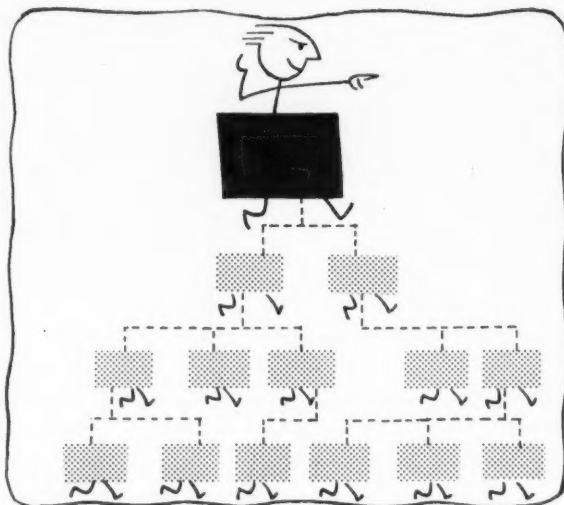
As an administrator, do you practice . . .



**Headship**

by merely being "in charge" of the school enterprise and maintaining the status quo?

or



**Leadership**

by influencing your school-community to move forward to a new position?

Toward the art of better administration

## You're a Leader! —or are you?

by VAN MILLER

Dr. Miller is professor of education at the University of Illinois, Urbana. This is the second in a series of articles by Dr. Miller on administrative leadership in public education; the first appeared in June.

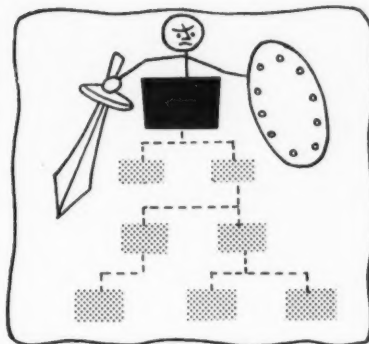
**T**HE TITLE is an invitation to local school administrators to think about their status positions and the relationship of these positions to leadership in educational and community affairs.

One readily takes for granted the first part of the title. As students and as beginning school administrators, we have been geared to feel important because of the importance of the enterprise we headed. Did our

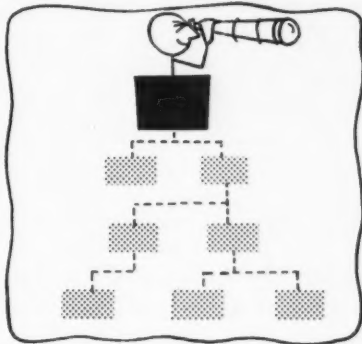
school system not consistently and intimately touch more homes in the community than any other organization? Did it not have the largest number of college-trained staff members? Were not the capital investment in physical facilities and the annual budget considerable?

Answers to such questions were reiterated in professional circles and in meetings of school administrators. In these circles, leadership and admin-

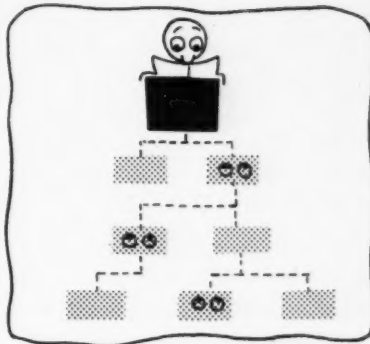
But, even as head you should consider these leadership roles:



Recognize leader action to defend the school against pressure groups



Use your vantage-point to spot needs that require local action



Identify and encourage leadership potential within school-community

istration were used as interchangeable terms.

But the pause and the question in the title come when one ponders the comment of a colleague who has been interested in development of curriculum and the program of school services: he believes that virtually all changes of any significance have followed shortly upon a change of administration. Thereafter, was the administrator the leader? Or were the *real* leaders the local people who brought about a change in administration? The new administrator may not have been a leader in effecting a change but instead merely the technician who worked out the necessary procedures to accommodate a change already determined by community leaders.

#### Who does public see as leaders?

The question in the title prods thinking again when community improvement projects are under study—projects concerned with the role of the school in improving the quality of community living. One sociologist reporting on nine case studies of community improvement projects

points out that school administrators had two roles—the role of schoolman and that of community leader. In his report he indicates lack of preparation for and lack of competence in the second role.

In other community studies, investigators have asked a sample of local citizens to list those whom they consider to be local leaders. More frequently than not the local school administrator is not named. There is some consolation in the fact that where programs of school-community development were undertaken the school administrator did find an important place on such lists as progress was made on the project.

#### Headship is not leadership

Some social psychologists have made a distinction between headship and leadership. Perhaps school administrators should give attention to this distinction. By thinking it through they may become better able to serve the need for both headship and leadership. In such consideration leadership does not mean simply being in charge or ahead of the rest; rather, it means influenc-

ing followers to move forward to a new position. Leadership implies going somewhere with followers. The status head may well be responsible for maintaining the status quo.

School administrators are heads first of all: they have a status assigned them when they are appointed. They are concerned with doing what they are legally empowered and responsible for doing and with following the tradition and standards of good school administration. Actually they symbolize the power of society by occupying the position faithfully. Those occupying positions of headship possess power because they are in key positions of social control doing much the same as would be done by any other individual who happened to be in a similar position.

It is to say that school principals and school superintendents are expected to behave like school principals and superintendents. They are expected to provide stability and efficiency. Virtually the whole array of duties for which these administrators have been professionally trained and which they carry out on the job

are the responsibilities of a status head of an established institution. Status heads represent a structural element which helps give form and substance to a social system and thereby provides a base upon which leadership can operate.

Another way of reflecting upon the distinction between headship and leadership is to consider the way in which people generally think of leadership. It is usually described in terms of outstanding individuals whom they can recall. These are generally of two kinds: successful status heads who carried the burden of leadership in times of crises, and those heading an opposition in overthrowing status heads or forcing them to new terms.

In a democracy we feel there is real merit in our freedom to exert leadership or to choose our leaders. But actually few of us have a natural capacity for it. The search for leadership opportunity or for leadership personnel is an acute problem in any area of public administration. In practice, however, most people come to terms with the leadership at hand rather than try to provide leadership themselves or to seek out and develop new leadership elsewhere.

#### **Poor leader preparation**

This lack of preparation to lead or to choose a leader is often underscored in graduate laboratory courses in group process. The students start out as a leaderless group of able adults seeking to organize. Then they frequently fall into this pattern: some members of the group, in desperation because nothing seems to be happening, display leadership efforts; they are then accused of trying to take over the group or of trying to "railroad" their particular program through the group; then the person who seems most reluctant (and therefore less threatening to the rest) is drafted as "leader."

As they reviewed their experience the students found that they had little previous experience in choosing or in developing leadership for matters of any major consequence. There had always been automatic leaders to look to—parents at home, teachers at school, and principals or

supervisors when they became teachers. This experience and reflection emphasized for them the importance of heads and prompted some sobering thoughts about leadership.

#### **Leadership via headship**

School administrators as heads should consider at least three possible concerns with leadership:

First, he has the obligation to know enough about leadership and about leader behavior to be able to identify leaders of local pressure groups. This is incumbent upon him as status head responsible for operating the school and for protecting its well-being. This calls for more than the idealistic assumption that as local educational leader, people concerned with school problems should include him in their planning and discussions. It calls for an understanding of the power structure of the community. This is the minimum concern with leadership below which any status head dare not go.

Second, it is possible that the administrator, with ideas about education, might wish to exert a little leadership of his own over and above that required of him in a crisis or emergency. From his vantage-point at the communications center of a school system he should have ideas which require action by staff, pupils and community people. The exertion of leadership is difficult for him because people mix it up with his activities as head; that is they tend to accept direction from him rather than the idea or program he is promoting. If the cause for which he seeks to exert leadership is too different and challenging, people may question his position as status head.

Third, the status head of the schools should know enough about leadership to identify and encourage the positive leadership for educational improvement and community development which is potentially available among staff members, pupils and community citizens. By facilitation of such leadership he can best serve the leadership needs in his school and community and also create living space for his own personal acts of leadership.

In many school situations the im-

portance of being a good head has often gotten in the way of leadership development. This may be seen most sharply in many classroom situations. The teacher makes so many of the important decisions and takes such full responsibility for the well-being of the class and its work that the only leadership opportunities open to pupils are negative—causing trouble and making mischief.

It is just as likely that school administrators can be so busy keeping school that the only room left is for complaints and criticism. No time is available for thrashing through the positive and helpful suggestions and for assisting the individuals who possess them to identify a supporting group who can help develop the useful idea.

#### **Need benevolent leaders**

This, then, is a plea for school administrators to consider themselves as heads of a most important social institution and to think through the manner in which they can best meet the leadership needs of their school communities. The third area of concern with leadership is especially urged upon the readers. In a country such as ours the prospects for encouraging benevolent leadership activities are unusual. And such leadership activities need encouragement because individuals are not motivated by the same strong self-interest that encourages malevolent leader behavior.

The propriety of such concern on the part of the school administrator rests on at least two points. No country has matched our own in the wide variety of voluntary organizations of all sorts. These, peripheral to main issues though they may be, do allow individuals to explore leadership roles and to choose their leaders. The school administrator should seek in school and community to build on this initial and exploratory learning by making more room for leader behavior in the important matters.

It is also incumbent upon us because the history of progress in this country is so dependent upon voluntary action—action resulting from leader behavior.





*Teaching staff stretched thin? Here is a program of staff "insurance" that can be applied in any school system*

## Train Your Own Substitute Teachers

by CARL H. PETERSON

**H**AVING DELIVERED his annual address of welcome to his returning staff members the day before the opening of school, the superintendent usually returns to his desk for a brief moment of self-congratulation on again having been able to fill all the teaching positions in his system. Unfortunately, this respite is being increasingly interrupted by the secretary who, in preparing the year's substitute teacher list, is wont to inform him that in filling a last-minute resignation he has hired as a full-time performer his last qualified substitute teacher.

To the administrator who fears that his dwindling supply of substitute teachers is destined to dwindle

even more, we suggest that there may well be "acres of diamonds" just outside the superintendent's door, needing only a period of polishing to become shining 4-carat additions to the substitute teaching staff.

We refer to the usual number of local citizens with at least two years of college background who would be pleased to become substitute teachers at today's going rates. These people are largely housewives, mature and experienced in handling children. Many of them are community leaders who lack only the general training necessary to prepare them for substitute teaching in the local school system.

Most important, such a training program is within the capabilities of the average school system itself, as we found last year when we launched a program for training sub-

stitute teachers at Athol, Massachusetts Public Schools.

Our Substitute Teachers Training Course is an 18-week program, of two hours of classes per week. The outline of Athol's course is shown here.

Director of the course is a local school supervisor who attends all class meetings and reviews and correlates the material being offered. Course instructors include the superintendent of schools, outstanding teachers within the system, consultants from nearby colleges and universities, and State Department of Education supervisors, each one an expert in a particular educational area.

In addition to the regular periods, the students observe classes in session at grade levels throughout the system. The students are then asked to state their grade level preference

---

Mr. Peterson is educational supervisor with the Athol, Massachusetts, Public Schools.

### Outline of Athol's 18-week Substitute Teachers Training Course

#### Overview

1st week: Structure and educational aims of the local educational system

#### The Child Himself

2nd week: The emotional needs of children

3rd week: Psychology of learning

4th week: Individual differences and grouping; use of manuals

#### Instructional Techniques in the Various Subject Matter Areas

5th week: Primary reading instruction

6th week: Elementary reading instruction

7th week: The teaching of arithmetic

8th week: The science program in the schools

9th week: Overview of the social studies program

10th week: Art in the modern curriculum

11th week: Music in today's schools

12th week: The language program

#### General Information

13th week: The classroom atmosphere: teacher-pupil relations; democracy in the classroom

14th week: Teaching techniques

15th week: Administration and use of test results

16th week: Performing the routine tasks successfully: attendance, records, report cards, time schedules, etc.

17th week: General review

18th week: Final examination



How to conduct a reading group.

### What our substitute

for a week of practice teaching under the guidance of a regular classroom teacher.

Upon successful completion of the course, their names will be placed on either the primary, upper elementary or junior high school substitute teacher list, depending upon the particular level in which they did the majority of their observation and practice teaching.

An intensive training program like this one for prospective substitutes in no way attempts to duplicate the lengthy methodology courses which are offered in regular teacher training institutions. It would be ideal if all of our substitute teachers were able to attend a teachers' college full-time for four years. But then, it would also be ideal if we could be assured of staffing every classroom in America with degree-holding teachers this September.

In answer to the core question—what skills and understandings should a substitute teacher have?—

the Athol course attempts first of all to provide its students with a basic understanding of child psychology, particularly in the area of children's emotional needs. One of the major points of stress has been the importance of the teacher's accepting and respecting each child as he is.

Every graduate is expected above all to be thoroughly familiar with the system's basal reading series, and to know in detail the word analysis program presented therein. As adequate reading instruction is the core of any elementary school program, and the basis for secondary school success, it is of course essential that substitute teachers have more than a surface knowledge of this area of teaching skill.

A school system contemplating a major project such as this would want to consider the fringe benefits of such an enterprise, such as the following:

#### 1. In-service training for regular

staff members. If the course director is successful in securing a number of top consultants for class instructors, regular teachers will want to sit in on some of the classes. If the course can be given under university extension auspices, it is quite likely that a number of the system's full-time teachers will also want to take the entire course as a "refresher."

2. *Recognition for the system's outstanding teachers.* Every system has teachers who stand out for their superior professional skill and knowledge. Employment of these teachers as part-time instructors should be a definite morale-booster.

3. *Public Relations.* One of the continual problems of school administrators is the interpretation of the school program to the public at large. Most of the people taking a course of this type will be community leaders who themselves have children in school. This course would give these people a knowledge of



That confidence comes with practice.



How projects stimulate interest.

### *trainees learn . . .*

local educational goals which the average citizen never obtains. In itself this should prove to be such a help in implementing future policy that school systems might consider putting on an abbreviated 4-week version of the course for the local citizenry as a part of the school public relations program. School administrators may be pleasantly surprised at the number of lay people who would be interested in a program of this type.

In the final analysis, what we are all primarily concerned with is the quality of the instruction afforded the pupils in our own individual school systems. Whether we wish to admit it or not, our substitute teachers, as part-time members of the teaching staff, directly influence the over-all instructional program. Anything we can do to increase our supply of qualified substitutes, as opposed to the hold-the-line, baby-sitter variety, would be a step in the right direction.



The importance of understanding.



How to interpret the world.

# The Permanent Look

by L. V. GRANVILLE

Superintendent  
Salinas City School District  
Salinas, Cal.

**S**CHOOLHOUSING for marginal residential areas that have uncertain futures, population-wise, presents a problem that has long harassed school administrators. In this instance, the residential area is a wartime U.S. housing project that has since been taken over by a local housing authority. The facility could be abandoned at any time although it is heavily populated at present. There is also the possibility that the property will be sold to private parties for residential or commercial subdivision. But regardless of its eventual fate, the project yields a large number of children who must be educated.

The planners, sadly, did not have the foresight to plan for a school site in the area, and, thus, the children have had to be transported to other schools, an expedient that is educationally unsound and expensive, to say the least. The city of

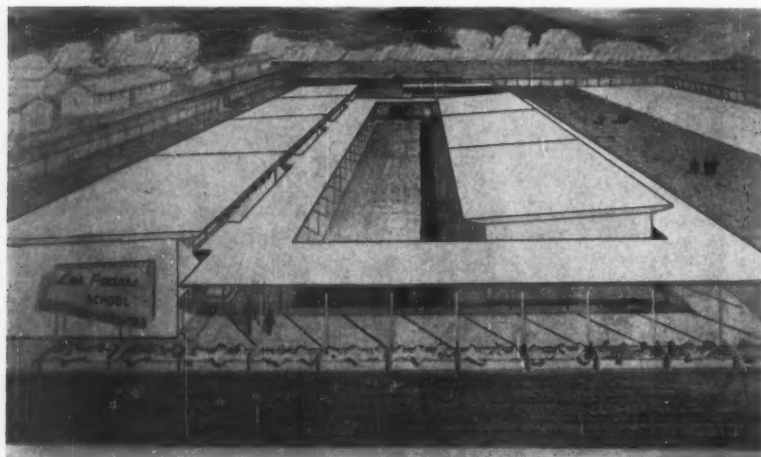
Salinas has used the property surrounding the housing project for the municipal airport and a municipal golf course. It recently offered to make land available for a school site on a lease basis; the board of education, however, was reluctant to make a large expenditure for permanent schoolhousing for a residential area whose future was uncertain. The proximity of the airport also gave additional cause for hesitation.

Many California cities which have had rapid rates of growth have adopted a policy of providing permanent schoolhousing for only 75 percent of the children—the other 25 percent to be served by portable housing. The percentage ratio varies from city to city. Salinas has never adhered to such a ratio because its growth has been steady and predictable, and has been paralleled by increased industry and commerce. Portable classrooms have been used in the past, and were proposed for housing the Salinas children.

A school consisting solely of portable classrooms is not overly satisfactory because it has esthetic as well as educational drawbacks. In addition, the board of education felt that the

residents of this area were entitled to more than an unattractive cluster of detached buildings, although they realized that anything better would have to be constructed at considerable risk. It was the consensus of opinion that portable classrooms were fine when they were used in conjunction with a school already established but rather inadequate and “seedy” when used by themselves.

The problem was resolved by leasing seven acres of land from the city and the school was planned so that it would be a group of attached units of a standard portable classroom already in use in this district. The design was slightly modified by certain minor improvements which were incorporated. The illusion of a permanent school building was created by the construction of a ten foot wide covered arcade or corridor. The exterior adjoining ends of the classrooms were left unplastered and fitted snugly against each other with a continuous metal expansion strip being used to seal the joint. As in the case of all of our portables, conventional foundations were omitted—the sills were placed directly upon



The covered walkway and the joined classrooms defy detection of the school's portable make-up.



# with PORTABLE Classrooms

stabilized and leveled-off macadam.

The classrooms could be moved individually merely by disconnecting the metal expansion joint and disconnecting the electric, gas and water service. Before they could be used at a new site, it would be necessary to stucco the exterior ends of each classroom because the sheathing would be exposed. The stucco on these end sections was omitted solely in the interest of economy because it is quite possible that these classrooms will never be moved.

Each classroom measures 40' by 28'. The rooms are heated with forced air unit gas heaters and lighted with concentric ring fixtures. Rooms are equipped with sinks and drinking fountains. Bilateral lighting is provided by a northern primary exposure and clerestory windows on the south. The southern light is controlled by a 2-foot overhang and the use of louvered aluminum screen. The arcade is made of plant mixed blacktop and 2" standard pipe columns are used to support the roof. All lumber is of construction grade and for the most part was spray painted.

Even the service building is port-

able. This unit resembles the others in every way with the exception of one extra door. Partitions were put in place to utilize the space for student and teacher washrooms, a teacher's workroom and storage. This building could be moved intact to another site in order to provide additional toilet facilities or the partitions and fixtures could be removed and the building converted into a regular classroom.

The Los Padres school consists of seven classrooms and a service unit. There is no administrative unit; the teaching principal uses her classroom as an office. Presently, classes K-3 are maintained; the kindergarten is also housed in a regular classroom.

The building has the appearance of the conventionally designed school currently so popular in this area. The temporary or portable nature of the school defies detection; this is probably due to the unbroken roof line along with the covered arcade which tends to "tie" the building together. The families who are served by the school are delighted with its appearance and in a very short time have developed intense pride in their

new school and work for its success.

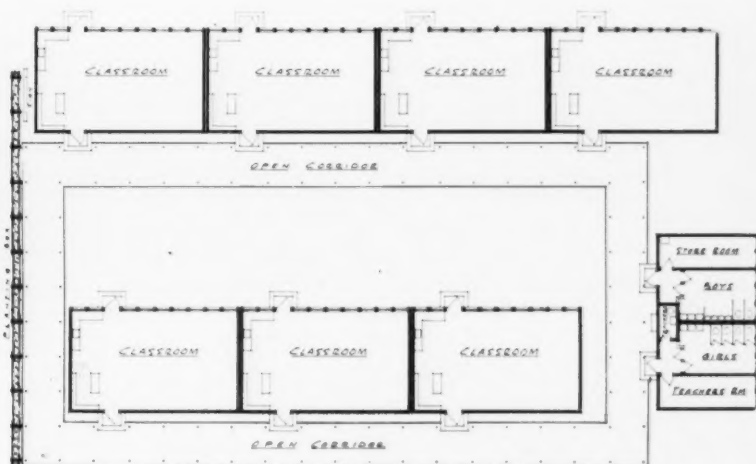
It can be claimed as a sure thing that this would not have been the case if a cluster of disjointed classrooms had been scattered on the school site. Undoubtedly, they would have considered such a school as a makeshift expedient and the educational advantages of a good home-school relationship probably would have been lost.

The architectural firm of John A. Waterman, AIA, designed and supervised the construction of the Los Padres School. The total construction cost including approximately 20,000 square feet of playground paving and 3,980 square feet of covered walkways was \$76,000 which figures out to be a pretty good bargain at today's prices.

The bargain would become more apparent if the housing facility were suddenly closed and the area rezoned, "Industrial." Such an eventuality must be faced. Rather than brood over the problem of where to find children to fill this empty school, in this case, we would take a line from the poet Longfellow, "And like the Arabs, we would fold our schools and silently steal away."



The classrooms in the Los Padres school differ little from classrooms in permanent buildings in either layout or equipment.



**E**DUCATION HAS never been smothered by as much attention in so short a time as in the past few months. Writers, researchers, speechmakers and overnight authorities have all had their say—they have lamented the woes of our schools, the inadequacies, the shortcomings, the faults. Some pundits are more specific—there aren't enough science courses, our teachers are poorly trained, and our buildings are not properly equipped.

All of this has come about because of a gadget called "Sputnik," which the Russians paraded into outer space in October, 1957. The further away it got, the closer it brought bad publicity to the U. S. schools. Every time it beeped, someone way down below began to holler about the ills of our educational system. It heaped many more problems on the already overloaded backs of school people.

Yes, it brought bad publicity. But, conversely it has opened the way for what could be tremendously effective public relations opportunities. This new concern over education places school people in an enviable position. There is an awareness, perhaps not altogether sympathetic, but a universal awareness of the importance of good education to the welfare of our country and to our continued leadership in the world.

This time of challenge presents a real opportunity for bringing the work of the schools to the public while, at the same time, obtaining enthusiastic support for new plans and programs of educational systems.

Little of what has been said about education has illuminated what the schools have actually done. Instead, it focused on what hasn't been done. But we all know that there are many important, positive stories which can be told. There are many good students, many good techniques, much pioneering work in school methods and curricula which go unnoticed.

Let's tell our public about them.

Next come some questions. Just what can you, as a school executive do? Who are the important publics? How can we reach them? To find

the answers to these questions, let's take a look at some of the outlets and channels, some of the techniques we can use to turn Sputnik into a public relations coup.

*The Press, Radio and Television:* As usual, the mass media of communication provide an obvious starting point for the public relations campaign. These media are even more important at this stage because they have focused so much attention, given so much space to the critics and do-gooders. Therefore, this is a time when the public relations

to tell—stories about students with special ability and aptitude, articles about techniques which have been used to instruct exceptional pupils, stories about teachers who have developed unique methods of instruction, stories about administrative policies which have resulted in efficiencies and a sensible use of money and equipment.

Television and radio are especially anxious these days to do programs of an educational nature and to provide a showcase or forum for discussion and debate on educational prob-



## Public Relations

by **WILLIAM A. HARPER**

Director of Information Services  
Educational Television and Radio Center  
Ann Arbor, Michigan

minded executive should search for ways of using these means of communication.

Open your doors to the press. Local media are just as anxious to back the schools of their communities as you are and will be eager to reflect the positive side of school operations in their stories. But if the schools are lacking in certain areas, don't try to hide the fact. You can call attention to it in a positive way by showing what you have done with the tools at your disposal. There are many good stories

lems. As the *New York Times* put it, "An assortment of educational programs has mushroomed recently into what marks a surprising effort by the broadcasting industry to extend the intellectual and scientific horizons of its masses. . . . There are programs devoted to Russian-language instruction, engineering, literature, music appreciation, outer-space technology, world geography and American policy. . . ."

There is no good reason why programs of an educational nature, which can have a far-reaching public

relations effect, cannot be stimulated in cities across the land. It is only logical that school people should do the stimulating, provide the ideas and even the talent. School people must carry the ball, provide the initiative. Don't wait for the broadcaster to approach you. Go to him. Offer him talent, offer him ideas.

*Pupils and Parents:* This audience should come high in any listing. Pupils and parents should be concerned first of all with what happens to the schools—and what occurs in our institutions of learning should be of

the good as well as the bad side of the picture and to gain their support for needed improvements.

In this time of crisis, consideration of pupils and parents can result in the best kinds of public relations. Parents vote, and they thus influence legislators. Their sons and daughters carry the story of the schools to them. They form opinions on the basis of what the youngsters say. Therefore, you cannot afford to neglect them.

*Teachers:* The instructional staff should be taken into your confidence more completely than ever before.

**The plus side of the school story needs telling and the post-Sputnik era can be turned to a neat public relations advantage.**

## on the Move



first importance to parents and pupils. They comprise a vital public on the one hand; a PR tool on the other. The climate is ripe to involve parents and pupils in planning and building for the future. Special meetings and parent-pupil days should be organized.

If the school has problems, they shouldn't above all, be concealed from the families who are most affected by them. By illuminating these sore spots, it will be possible to open the eyes of fathers and mothers, daughters and sons, to show them

After all, the teacher is bearing the brunt of criticism and condemnation right along with the school executive. If your teachers are sympathetic and understanding, you will have a fighting force behind you. These people are community leaders. If they are fully apprised of the administrator's problems and plans, they can be his most effective public relation's emissaries.

*Government:* The men who in the long run determine the kind of financial support schools receive are the government leaders, whether it

be local or state. They, too, are on the spot. This is a time when education looms of vital importance to them. The electorate is asking questions. Answers must be found. Thus, the school administrator has a rare opportunity to obtain the eyes and ears of the lawmaker.

Because they are on the spot, the lawmakers will try to come up with solutions of a spectacular nature—something that will get headlines and catch the public fancy. Unadvised, they are apt to go off on a tangent. Thus, it is doubly important that the conscientious school administration reach these people with the right suggestions to achieve the proper solutions to the problems that face schools.

*Community groups:* Whether it be the woman's club or the economic society, Rotary or Optimist, you will most certainly find sympathy, understanding and what's more important, stolid support for your plans in the many groups which see to the welfare of the community. But you must cultivate these groups. This is a time to seek out their support for your programs, to alert them to the part they can play in influencing public opinion in the interest of better schools.

*School Boards:* Perhaps the school board should have been first on our list—since these are the people who decide school policy. It is certainly vital that the confidence of the board be obtained—that these men and women be fully apprised of conditions in the schools.

More than ever before, activities and actions of the board should be publicized and opened to public scrutiny. Meetings should be opened to the press and thus to the public. This is no time for secrecy.

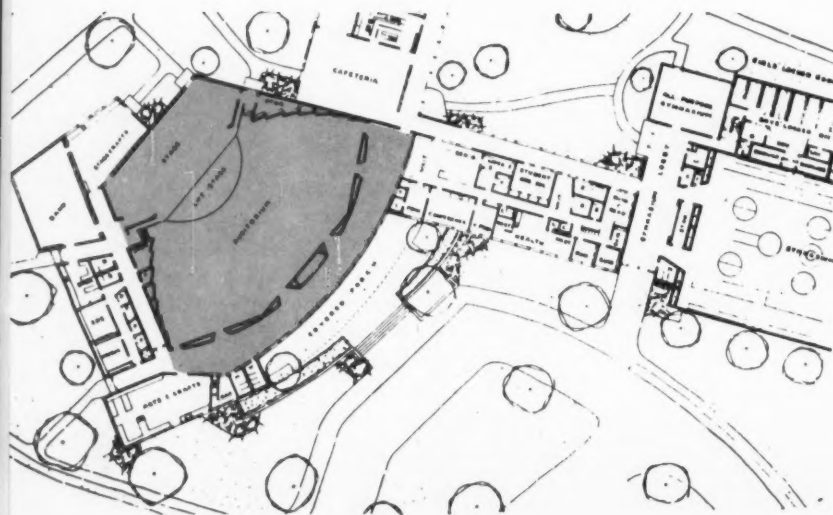
Some of the points which have been discussed here are quite elementary and quite obvious. Unfortunately, the obvious often escapes us. The need for good school public relations is urgent. The opportunities are unlimited. There is no excuse for letting them be overshadowed by a high-flying dog house. Concerted public relations efforts now can bring untold good for the future.



## Planning a versatile auditorium

**Double-duty plant serves community as well as school; elevator stage doubles its flexibility**

by **STANLEY W. WRIGHT**  
Superintendent of Schools  
West Springfield, Massachusetts



**T**HE AUDITORIUM of West Springfield, Massachusetts, High School is a striking example of beauty and versatility. A separate building with direct access from the entrance drive and parking lot, it serves as a community center as well.

The auditorium has full theater lighting equipment, an 80-foot-deep stage, 1,100 seats (slightly more than the school population in order to serve the community too), and acoustical ceiling baffles that make a whisper on the stage clearly heard in the last row. But the prize feature of the auditorium is the elevator forestage, a half-circle projection in front of the proscenium arch that can be raised from orchestra height to stage level at the press of a button.

Despite the large seating capacity, the auditorium has no balcony. The seating area is fan-shaped, tapering from a width of 156 feet at the rear to 80 feet at the front. The seating is only 17 rows deep and all seats have excellent sight lines.






Warren H. Ashley, West Hartford, Conn., architect; photos by Molitor

Left: auditorium is set apart with entrance of its own. Portion of site plan shows adjacent layout of art, stagecraft, band rooms and storage areas. Above: seats fan out from stage; lights are recessed in ceiling baffles. Right: elevator forestage shown in both positions. Below: spacious curved lobby inside auditorium entrance.



# IT'S TIME TO LOOK AT TOMORROW'S SCHOOLS



by ROBERT E. ALEXANDER, FAIA

Neutra and Alexander, Architects  
Los Angeles, California

**“W**HEN IT is considered that more than five sixths of all the children in the state spend a considerable portion of the most impressionable period of their lives in the schoolhouse, the general condition of those buildings and their influences on the young stand forth at once as topics of prominence and magnitude. The construction of schoolhouses connects itself closely with the love of study, with proficiency, health, anatomical formation, and length of life. It is believed that, in some particulars, their structure can be improved without the slightest additional expense; and that in other respects, a small advance in cost would be returned a thousandfold in the improvement of those habits, tastes, and sentiments, which are so soon to be developed into public manners, institutions and laws and to become unchangeable history.” This is quoted from one of the most influential books on schoolhouses ever written, yet it is doubtful that many people have ever come across it. It comes from a report issued in 1832, of the board of censors of the American Institute of Instruction, and was cited by Horace Mann in a book called “Report of the Secretary of Board of Education on the Subject of School Houses Supplementary to his First Annual Report” in 1838.

Mr. Mann continued by further quoting the Reverend Gardner V. Perry of Bradford as saying: “I have no hesitation in repeating what I have often publically declared, that from the bad construction of our schoolhouses there is more physical suffering endured by our children in them than by prisoners in our jails and prisons.”

These observations written 120 years ago are valid even in the atomic age because humans remain fundamentally the same, and we have only scratched the surface of proper design for an environment to surround the human body, mind and spirit.

Anyone familiar with my partner Richard Neutra's book *Survival Through Design* will recognize the following passage at once:

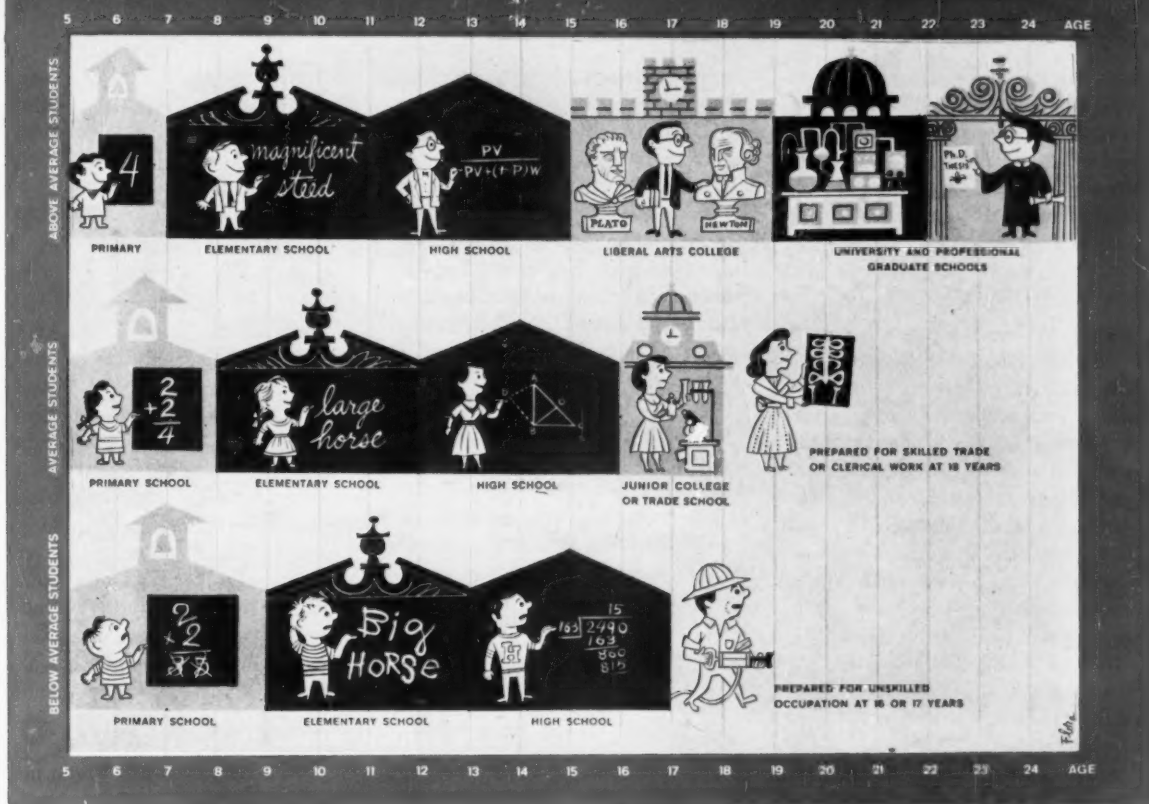
“All philosophers agree that external objects affect temper and character. If their influences are imperceptible, the results will be so much the surer, because imperceptible influences are never resisted. Because children cannot analyze and state in propositions the feeling which outward circumstances breathe into their susceptible minds, it is no proof that they are not undergoing insensible changes. . . . But experience and reason enable us to foresee such consequences, and foreseeing, to control them. Adults alone can perform such

a duty. If they neglect it, the children must suffer.”

To my surprise, I found this written not by Neutra but by Horace Mann a century and a quarter ago.

And here is one to remind us of our own great contemporary exponent of high foot candles and low brightness: “The transitions of light in the open air are very great; but it is to be observed that there is no out-of-doors occupation which severely tasks the eye. But in a schoolroom, without blinds or curtains, when the sun is allowed to shine directly upon a child's head, book or desk, the transition is greater or more sudden than in the open air, while at the same time the eye, being intensively engaged in looking at minute objects, has its pupil widely distended, so that the greatest quantity of light falls upon the optic nerve. Such facts admonish us to be aware of exposing the eyes of the young, either to very intense light or to great transitions, while engaged in looking at small letters or making fine marks on white paper.” This is not Charley Gibson talking, but Horace Mann again.

Since the subject of ventilation has received considerably less attention in contemporary times than lighting and furniture design, it might be worth quoting further from Horace



The plan proposed by Paul Woodring recognizes individual differences and makes provision for letting each child proceed with his studies at his own pace. There would be three groups, as the above drawing shows, and each group would prepare for different occupations in different ways.

Mann's observations on heating and ventilating: "In the Black Hole of Calcutta in the year 1756, 146 persons were confined to a room only 18 feet square for 10 hours; and although there was one aperture for the admission of air and light, 123 had perished at the end of that time. . . . Science has demonstrated that air is poured out between 40 and 50 miles deep all around the globe. It was to prevent the necessity of our using it *second hand*, that it was given to us by skyfuls.

"In regard to this most immediate of all the necessities of life, that arrangement would be perfect, which should introduce the life sustaining air, just as fast as it should be wanted for breathing; and when breathed, should carry it off not to be breathed again, until it should be renovated and purified in the laboratory of nature. . . . What is wanted, therefore, is a current of fresh air blowing into the room, while the current of the respired air flows out of it; both to be equal to the quantity required for the occupants. . . . The best ap-

paratus for expelling foul air from a room consists in the proper means of introducing a supply of fresh warm air. . . . There seems to be no objection, except it be that of appearance, against setting the furnaces so high in the cellar that its brick or soapstone top shall be on the level with the floor of the room and constitute a part of it. . . . The sensations experienced in a room into which the external air is directly introduced and warmed in its passage, belong to a class entirely distinct from those engendered by air warmed in the ordinary way. They will be grateful to the pupils and will promote elasticity and vigor of mind." This is today a system of radiant heating and a double duct ventilating system.

One of Mr. Mann's most delightful passages concerns the location of schoolhouses. After describing the common custom of selecting the most useless, obnoxious site, he says, "Let's build it (instead) where some sheltering hill or wood mitigates the inclemency of winter; where a neigh-

boring grove tempers the summer heat . . . remove it a little from the public highway and from buildings where noisy and clattering trades are carried on; and above all, rescue it from sound or sight of all resorts for license and dissipation, and a sensibility to beauty, a purity of mind, a sentiment of decency and propriety will be developed and fostered, and the chances of elevated feelings and correct conduct in after life will be increased manifold. Habits or mental order and propriety are best cherished amidst external order and propriety. Such pleasures as are imparted by the cheerful light and the quickening air, by the wayside flowers, by the running stream, or the music of birds, are sufficient for the more gentle and pensive. . . . And how cheaply can these sources of gratification be purchased."

As we contemplate tomorrow's schools today, we find we must address ourselves still to the same fundamental problems of creating a man-made environment, which Horace Mann faced in his time. There

are four influences today, however, which bring new and challenging dimensions to school administrators and architects. The scope, the means, the tools, and the plans of public education impose demands which appear new in scale.

### **Urgency of four influences**

First, the vast increase in enrollment anticipated throughout the entire educational system is unprecedented and was not even conceived of 20 years ago. It is conservatively estimated that we will need 25,000 new classrooms in Southern California alone during the next 15 years. This means that an entire new school must be opened every week in Southern California for 780 weeks. The same figures hold true for Northern California. Let us remember too that these are not schools that house a mere 50 students, the average in Horace Mann's day.

Second, a corollary of the first influence, is a teacher shortage. Here again improved employment opportunities have conspired to make the *effective* shortage even greater than the normal law of supply and demand would indicate.

Third, educational tools, such as tape recorders, audio-visual aids, and tv are being developed at a time when we face great increases in enrollment and teacher shortages, and these will play an influential role in school layout and design.

Fourth, changes in educational philosophy, curriculum, and educational plans will probably have the greatest effect on tomorrow's schools. The recognition of people as individuals is probably the most important single common denominator affecting these changes, but the entire public educational system is in ferment. Radical changes will take place, especially in secondary education.

In trying to oversimplify an answer, I have tried to consider changes in architectural design which would satisfy all four demands. First, all four influences will require a greater restudy of group sizes and space provision than we have been accustomed to incorporate in standard school

planning. Second, long-range flexibility to meet the unknown demands of the future will be an increasingly important requirement.

Turning from generalizations, however, let us consider specifically the effect of educational planning on the school plan. Fortunately, architects take no stands as technicians in favor of "progressive" education or against "classical" plans. In our office we have dealt with a wide range of educational systems and philosophies. The UCLA Elementary Demonstration School has been operated for years as a pure and uncorrupted Dewey progressive system. As much learning can take place in the pioneer cabin in a grove of redwood trees or in the casa adobe of Spanish California or along the banks of the stream as takes place in the formal classrooms.

As a specific example of an educational plan which would affect school planning, let us review Paul Woodring's "Reform Plan for Schools from Kindergarten through College" which appeared in the September 2nd, 1957 *Life* magazine. It makes enough sense to me as a citizen, so that I hope and believe that it may be adopted in our lifetime. If it is, it will change not only the design of tomorrow's schools, but our present schools will also be modified to accommodate it.

### **The individual is all-important**

Dr. Woodring's proposal starts with the simple assumption that people are individuals and that our educational system should recognize this. Below-average students, for example, would be drilled specifically in the fundamentals of literacy and simple arithmetic. They would graduate at the age of 17 from high school prepared for an unskilled occupation, which in these days is almost an economic asset. Average students would be trained specifically for graduation at the age of 18 from a junior college or trade school, prepared for a skilled trade or clerical work. Above-average students would enter a 4-year liberal arts college at the age of 15, and many of them would continue through specialized

courses in universities and professional graduate schools from which they would enter highly technical specialties or professions at the age of 22 or 25.

### **In a community of 100,000 . . .**

A community of 100,000, as described by Dr. Woodring, would have an educational pattern something like the accompanying chart. About 17,500 children would be in 35 local schools of 500 each. Each local school would contain an ungraded primary school and 4 grades of elementary school. 10,000 students would be in 10 high schools. About 750 high school graduates a year would go to work immediately, about 1000 would enroll in vocational courses in junior college, and about 750 would attend liberal arts colleges, one third at distant residential colleges, and two thirds at a local college. About 250 graduates of liberal arts colleges per year would proceed to universities, teachers' colleges or professional schools for which a liberal arts education would be a prerequisite. The chart presents a composite picture of the community of individuals between the ages of 5 and 25, in school and at work at any one time. (see page 63)

Institutions already exist to accommodate the entire reform proposal, with one exception, and this is the key to Dr. Woodring's plan. To permit high school graduation at the age of 15, 16, or 17, he suggests an ungraded primary school entered uniformly at the age of about 5, and including children as old as 8 or 9. Kindergarten would be combined with the first and second grades, but no distinction would be made between ages or entering classes, except the physical, emotional and social maturity of the student and his capacity for learning. His ability to read would be a primary criterion for his advancement to elementary school. There would be a teacher or teacher's aide for every 25 children, and conferences with parents and school psychologists would play an important role. Separate provision should be made for those exceptional pupils who would still be unable to



read at the advanced age of 9.

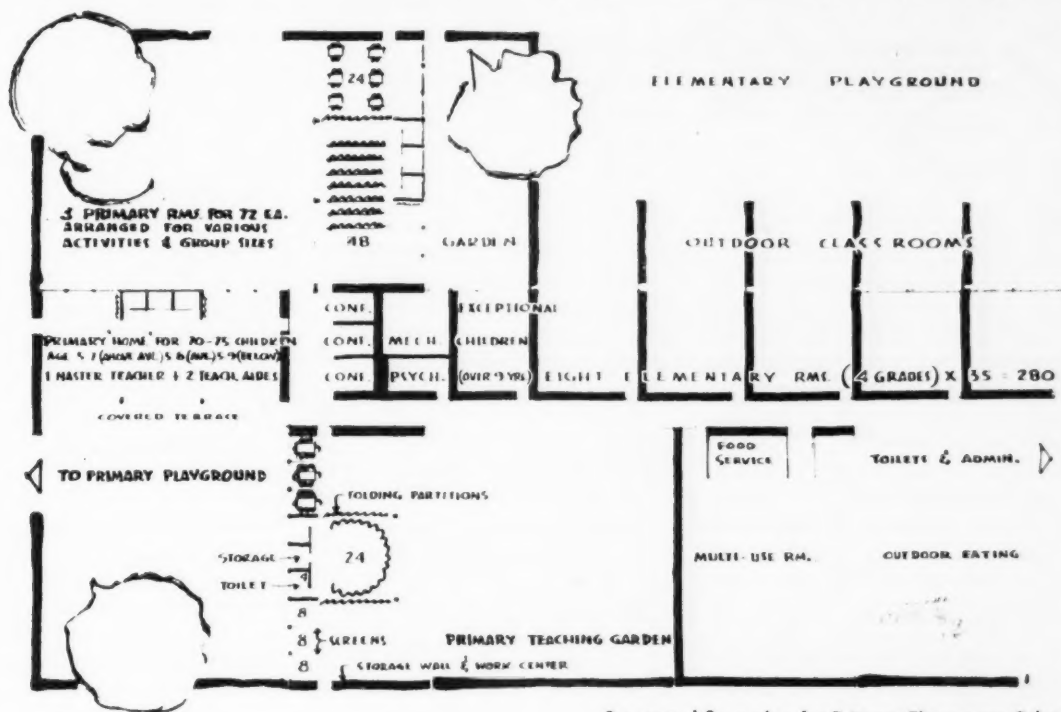
Assuming the average size primary-elementary school suggested by Dr. Woodring, about 220 children out of the total of 500 would be in the ungraded primary category. This is quite a tribe of little Indians to pack into one space, but perhaps the problem could be handled in 3 units of not more than 75 children each. Thus a master teacher and two

ceptional children.

Flexibility is the key plan for an ungraded primary which can accommodate various group sizes. Some activities may be carried out quite successfully by the entire group at one time in one space. A subdivision of one of the 3 rooms into 2 groups of 24 and 48 respectively is shown. Three groups of 24 each may easily be accommodated. A group of 24

makes it seem an appropriate illustration of the role of the educator, and the educational consultant, and of the architect, whose main objective in school planning is to devise a physical plan to serve the educational program.

It is appropriate to return to the plan of a 1-room village schoolhouse which was included in Horace Mann's report. It was designed to



Suggested floor plan for Primary-Elementary School proposed in Woodring's plan.

teacher's aides might handle one home room of 75.

The primary school might then look something like the accompanying diagram, in which each primary room is about 32 by 72, offering about the same square feet per pupil as the average classroom. Two folding partitions however, would make it possible to subdivide each "home" into three, and these smaller spaces could have a further subdivision to accommodate three small groups of 8 around tables. Toilets, storage and sinks would complete the integrated accommodation of a little primary school within a school. The plan also indicates three conference rooms for parents and teachers, the psychologist's office and a small room for ex-

ceptional children. Teaching and supervision problems are also reduced by this proposal. The master teacher can find time for conferences with parents, and the teacher's aides can take over many of the burdensome tasks. Separate provision for exceptional children will not only improve the situation for these children themselves, but will permit the other teachers to devote their time to improve the educational system as a whole.

In describing this development of a school plan from an educational proposal, I am well aware of its simplicity. This very fact, however,

may be subdivided evenly into 2 groups of 12, 3 groups of 8, 4 groups of 6, 6 groups of 4, 8 groups of 3, or 12 pairs. makes it seem an appropriate illustration of the role of the educator, and the educational consultant, and of the architect, whose main objective in school planning is to devise a physical plan to serve the educational program.

As a parent and citizen I advocate some of Dr. Woodring's proposals because I have seen such a school in intimate observation, when my children attended an ungraded classroom demonstration during a UCLA summer session. As an architect, however, I represent a profession anxious and willing to carry out any plan or proposal brought to us by educators and educational consultants.



# Educational GOALS of the Canadian Prairies

by CORNELIUS JAENEN

Winnipeg School System,  
Winnipeg, Manitoba, Canada



**C**HANGE IS ONE of the chief characteristics of a democratic society, but there are few modern societies that are faced with greater acceleration in change than is western Canada. A second characteristic of democracy is that the people through various organizations and representatives are expected to direct change. A Royal Commission is at the moment studying several hundred briefs from individuals and societies presented over a three month period in the province of Manitoba.

The democratic concept holds that every child be given equal educational opportunity—an ideal which is more easily expressed than either defined or achieved. Educators are aware of several, even divergent, philosophies of education on the vast prairies of western Canada, and they fear, perhaps rightly, the curricula may lack unity and direction. So much is education in the limelight that newspapers, magazines and radios carry quite a number of features dealing with educational problems.

Teachers and administrators seem agreed that the elementary and secondary schools should provide a "sound general education," but there is no clearly defined concept of what such a term embraces. Is it enough to transmit the social heritage, or must the life of the western community be improved and should ideals be rekindled? Are the schools instruments of the state for its own

perpetuation, as seems to be a prevalent philosophy in Saskatchewan? Does general education include vocational training as interpreted by the majority of urban school boards in western Canada?

**M**anitoba's Programme of Studies briefly defines the goals of general education as the attainment of broad literacy and preparation for democratic citizenship. In most provinces of Canada, "broad literacy" has imposed certain subject fields of study on all pupils and general education seems to have been interpreted, (even in Alberta which is known for the radicalism of both its politics and religion), as producing some degree of versatility. The well-rounded program is expected to convey what is loosely called the essential heritage and is adjusted to the capacities of that illusive being called the "average child." Even books are edited so that students find the words within their vocabulary range; one popular grade VII social studies textbook in Manitoba is written at Grade V reading level, but that is still a great achievement as the reading level of the North American public is believed to be Grade IV level or the level adhered to by most newspapers.

Another conflict comes to the fore over the preparation of students for responsible democratic citizenship when their greatest apparent need is job preparation.


Since the launching of Russia's Sputniks, the American panic over ineffective science teaching seems to have invaded even the Canadian prairies. There are, however, still a few sane educators who proclaim that Russian technical superiority (if it is so) is dangerous only because it is untempered by a proper appreciation of the humanities, the classics, the social sciences and morality. They are preventing a reckless departure from a core curriculum of traditional disciplines. We must heed these voices.

It is impossible to give way to pressure groups which press for inclusion of such diverse subjects as fly-casting, narcotics education and elementary sales resistance, and at the same time meet the demands of parents and press for less homework, fewer examinations, better discipline and more sports. At least it is impossible to give way unless one is willing to sacrifice most of the present core curriculum.

Economic and geographic factors preclude the fulfillment of our ambitious dream of multistream secondary education so long envisaged for Manitoba. While several streams are theoretically available at the high school level, in practice the students are channeled into a specialized, undiversified, program of university entrance studies which bears the imposing "matriculation" label. Both parents and employers pay undue attention to prestige and thus force

a new type of class distinction on society and a tyranny of university entrance requirements on youth.

Students who have been unable to meet course and grade requirements have been too often promoted to the next grade in an effort to "adjust" them thus continuing the process of socialization, if not, of education proper. Laws and local by-laws regarding school-leaving age have prevented the expulsion from school of individuals who have neither the intention nor ability to participate wholeheartedly in the curriculum. In Winnipeg, youth under 16 are deliberately kept off the labor market and forced to remain in the schools. But in Calgary there has been a revolt against this imposition; several "examples" have been made of students who attended school only to meet their friends, find a warm seat during the cold dreary winter or participate in the rugby and other sports activities.

 Unprecedented urban expansion, industrialization of regions hitherto regarded as predominantly agricultural, increasing specialization within all subject fields, and a significant decline in the local community have all added to the problems of the school. Youth today has more leisure time in which to get into trouble; even on the farms, mechanization has resulted in children growing up without the usual chores and responsibilities once associated with rural life. The artificial over-stimulation of wants has made youth conscious of itself and has created the classification "teenager." Money has become so important that money-making has become an end in itself, the criterion of all activity, and to some degree the goal of which education is but a means. Since work is foreign to the experience of many young people, they have to express their great physical energy in work substitutes such as strenuous sports and horseplay.


For these reasons there are many who believe the fundamental problem of education in western Canada revolves about the lack of suitable variety in the curriculum and the in-

equality of educational opportunity. It is manifestly true that the burden of maintaining good schools is too great for many communities, particularly rural areas and small prairie villages. There are, moreover, significant changes in pupil population as more young people remain in school for a much longer period than previously. A wider variety of pupils is seen in the secondary schools although the chances that the below-average student will go on to graduation are still about one in 12. Selection is still very often based on financial considerations. While there is over-crowding in the cities, resulting in extensive expansion of buildings and staff, there is a very definite decline of rural communities.

Western Canada has long been known for its pioneer spirit, its spirit of friendliness and cooperation. But today the old community where everyone knew his neighbor, visited with him, worked with him, relaxed with him and worshipped with him, has all but completely disappeared. The increase in secondary relationships means that people are more dependent on laws as regulators of conduct than they were in the past. It also means that respect for law is an essential feature of modern life which the schools cannot neglect. There are some significant changes in the character and nature of family life on the prairies. Families have become consumption units rather than production units. Few families eat together, play together, work together or pray together, and the school has had to assume the moral, social, affectional and health responsibilities that many parents have renounced.

Higher academic requirements for teacher candidates and more penetrating professional courses for teachers have brought a new recognition of individual differences in students. Already, the Winnipeg schools have inaugurated a "watered down" terminal course designed to provide a broad general program for students who are obviously not suited to pursue the general matriculation course. It is not intended that this 2-year school-leaving course superimposed upon eight years of elementary training should accept a fluctuating or

generally declining standard. It is admitted that a virtue of the 1-stream system was that it had one high standard of performance and was able to accept nothing less. While the quality, techniques and tools in instruction may have improved in recent years, there is much concern, particularly among the teachers, that mass education results in mediocre standards. The terminal courses, such as implemented in Winnipeg, are designed to set some acceptable standard for the students who are quite unwilling or incapable of meeting the requirements of the 4-year secondary school courses.

 The gifted student has also been given special attention in the majority of urban school systems. In the 1-room rural school he was simply advanced two grades, but even then he rarely skipped any work, for the simultaneous instruction of eight grades in one classroom by one teacher afforded him a unique opportunity to listen in on whatever level of work he found interesting and challenging. Surveys conducted in several Canadian cities have shown that gifted students sometimes fail, leave school, or else become delinquents, lazy and maladjusted because our mass education does not provide sufficient challenge to their abilities. There is, in other words, a need to establish a category of "brains" on the same basis as the schools of the prairies already have categories of good baseball players and music festival winners.

Dr. Sidney Smith, Canadian Minister of External Affairs, summarized the situation in these words: "It is well to recognize frankly that no amount of egalitarian sentiment can make one brain as good as another, and that an educational system based on egalitarian principles is foredoomed to failure. The true democratic principle is equality of opportunity, which is entirely different. Indeed, it is opposed to egalitarianism. Equality of opportunity means that the best brains must be afforded just as great an opportunity to develop to their full capacity as the slow."



## Know your Teachers by their Hobbies

by RAYMON W. ELDRIDGE

**L**IKE THE FARMER who didn't know how much he had in common with his neighbor until he read his neighbor's obituary, many students have little notion of the real interests of the teachers they see daily. They may assume that their biology teacher is interested only in biology.

There should be a time for publicizing our teachers' abilities and interests, just as the teachers themselves exhibit the accomplishments of their pupils. If teachers could demonstrate what they can do, fewer

people would tend to regard the teacher as a non-performer, as a theorist merely, or to agree with Bernard Shaw that, "He who can, does; he who cannot, teaches."

A school exhibition provides such an opportunity. The display pictured above was just such a venture by the staff of Lawrence School in Brookline, Massachusetts. Here 22 members of the school's personnel brought in samples of avocations, hobbies and skills that covered a wide range of interests beyond their daily work.

As shown, there were collections of antique china, glassware, ceramics and stamps. There were those who cooked for fun, crocheted, made

braided rugs, gardened, knitted and worked in leather and metal. Others explored for minerals, built miniature furniture and wrote poetry. The industrial arts instructor exhibited a remarkable coin collection. The art teacher stuck to his paints!

While the exhibit was intended primarily for the pupils, it was so successful that the children brought their parents along to view it. It caused enough comment to be followed up by a local newspaper with a front-page picture and story. But most rewarding was the creation of new friendships between teachers and parents who found common areas of interest to explore.

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Dr. Eldridge is principal of Lawrence School, Brookline, Massachusetts.



# The Gifted in our Schools

an introduction by A. HARRY PASSOW

**I**T WAS ALMOST inevitable that the concern for identifying and educating the gifted, which had grown steadily for more than a decade, would mushroom, with the satellite launching that signaled major developments in Russian technology and education.

That there are serious inadequacies in education, no thinking person would deny. As a nation we have indeed "wasted precious human resources." But we have also cultivated much of the talent that has accounted for America's technological and cultural development. We have to some extent "neglected the gifted." But educators have experimented with program modifications for and have done research on the gifted since before the turn of the century.

Giftedness is a complex phenomenon. No comprehensive theory of giftedness exists nor is there even a uniformly-accepted definition. It is naive to assume that if a battery of tests were administered and students selected for a particular sequence of courses, that superior achievement would always result. The range among gifted individuals in background, potential, interest and aptitude rules out the idea of uniform programs for all.

To really upgrade educational provisions, we will need to give attention to such questions as these:

*Educational goals:* To guide our planning we must itemize more carefully than we yet have what specific ends we're aiming at in terms of knowledge, attitudes and skills necessary for outstanding achievement. Education of the gifted must be put into the perspective of desirable behavioral goals to be attained, not simply in terms of "tough courses" or "substantial loads."

*Identification:* Achievement depends on other factors than potential alone: motivation, educational experiences, personality structure, etc. Although no perfect scheme has been devised to identify gifted youngsters, good techniques do exist for studying individual differences. Means other than the conventional standardized tests must also be examined.

*Curriculum:* Content, methodology, resource-use, "educational climate," all are factors which determine quality. Learning theory and socio-psychological influences on learning cannot be ignored in building a rich educational environment. Content must be up-

dated and greater stress placed on the development of concepts, meanings, relationships and understanding of the method of, as well as knowledge about, the basic disciplines. Wider adaptation of resources, both personnel and material, is necessary to broaden and deepen learning. Specialists in the community must be enlisted to multiply teaching resources.

*Administration:* Various types of grouping, of acceleration methods and of modifications within the normal classroom have been weighed and used for over a century. Schools must study the kinds of administrative modifications required to facilitate teaching and learning to arrive at specific goals. No formula is equally applicable to all situations.

*Guidance:* The distinctive characteristics of gifted children often produce some specific problems requiring help—non-acceptance by peers, conflicts with others, difficulties in retaining interests that are outside the norm, pressures and demands by teachers and parents. The gifted need the usual assistance in educational and professional choices, yet the rewards of their fulfillment should spur counselors to thoughtful exertions.

*Teacher preparation:* Ideally, the selection and assignment of teachers of the gifted imply the matching of competent and stimulating professional staff with potentially able students. As important as the initial selection and training of teachers are, we also need to strengthen in-service education to provide opportunities for expanding the competencies of teachers. Specialists in the community should be enlisted as resource people for the professional staff as well as for gifted students.

*School-community relations:* The most important consideration, of course, involves the relationship between school and community and the environment of learning which evolves. How the school and community view giftedness will influence the program that emerges.

Planning for the gifted is not a fad. Had there been no cold war or post-war shortages in areas of trained manpower, American schools would still face the problems of developing sound education appropriate for the varied needs of school populations; of up-grading instruction; of modernizing content and methodology; of guiding students into channels that will fill the need for creative specialists. But only as this nation develops an abiding respect for learning will the whole educational program rise to become a vehicle for training the gifted for their roles of productive leadership.

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Dr. Passow is associate professor of education at Teachers College, Columbia University, and director of the Talented Youth Project, Horace Mann-Lincoln Institute of School Experimentation.

# The Gifted Child and his Education

***"Now the most important object of all educational schemes is to catch these exceptional people and turn them to account for the good of society"***

—HUXLEY

**T**HE PROBLEM of providing for the gifted is not new. Students of education need only be reminded of the plan advocated by Plato: he believed that children should be trained to do that for which their talents suited them. The Romans later adapted some of Plato's ideas and gave special training to superior youths so that they might become leaders in war, oratory and government.

Organized education of gifted children almost disappeared during the 17th and 18th centuries. The philosophy of the times proclaimed the equality of all men. Hobbes, Jacotot and Leibniz contended that all native intelligence was equal and that differences came about through training. Under such philosophy educational benefits for the gifted had no place.

The mid-19th century saw the beginning of a formal effort by American schools to provide special programs for the academically inclined. Ironically, these programs emerged at a time when exceptionally able youngsters were regarded as a somewhat abnormal, because atypical, group whose native endowment ought not to entitle them to special privilege if democratic equality were to be preserved.

Schools were nevertheless forced to take action. A phenomenal increase in student population was resulting in large classes of children of wide ability range. Educators came to realize that a uniform program designed for the majority of students could not be of much value for those on either end of the ability yardstick. They also saw the increasing difficulty of making flexible provisions in classrooms where children were grouped merely according to age.

How, then, can we identify and provide for the gifted in our schools?

There is general agreement that to be called "gifted" a child must have an IQ of 130. These gifted children make up about 2 percent of the child population of this country.

But above-average intellectual ability is not sufficient to classify children as gifted. A frequent error in identi-

fying the gifted is to think only in terms of the brightest child or best achiever in a given class.

## Identifying the gifted

There are three general methods of identifying children of superior intelligence. These supplement each other and provide an excellent program of identification when taken together. They are: standardized tests (group and individual intelligence, vocational aptitude, academic achievement, etc.); teachers' judgments, and grades.

The classroom teacher is in a key position to spot the gifted. Given this responsibility the teacher might ask, "What are the characteristics that point toward giftedness?" The following should help.

1. *Performance:* Superior performance is a good indication of exceptional ability. The child who "knows letters at 22 months; has a reading vocabulary before he is 3; has a working knowledge of addition, subtraction and simple fractions before he is of kindergarten age," offers convincing evidence that he is capable of outstanding performance. This was true of Fred Safier, Jr. who was in his sophomore year at Harvard at the age of 14.

2. *Intellectual traits:* Findings from various studies have revealed certain intellectual characteristics which are generally typical of gifted youngsters. In relation to the norm, gifted children tend to: possess superior ability in reasoning, generalizing, dealing with abstractions and thinking logically; learn more rapidly and easily; show intellectual curiosity; have greater reading ability; work independently and apply originality and initiative to intellectual tasks; have a longer interest span, and become impatient with routine procedures and drill.

3. *Physical traits:* In relation to other children the gifted child tends to be: slightly heavier and taller, and heavier in relation to height; stronger and healthier; relatively free from nervous disorders, and more advanced in bone ossification. And they generally reach maturity at an earlier median age.

## A round-up and evaluation of methods

**SHARY CARR**  
Elementary Education  
Michigan State University

**GLORIA MILLER**  
Music Director  
Bath, Michigan, High School

**ARLENE WOOD**  
Elementary Education  
Michigan State University

**JACK DOWN**  
Guidance Director  
East Lansing, Michigan, High School

4. *Social and emotional traits:* As compared to others the gifted tend to be more courteous and better able to get along with others, have a keener sense of humor, are more self-critical, exhibit greater trustworthiness, show less inclination to boast, show preference for games that involve rules and require thinking, prefer sedentary games in the absence of stimulation from others, create more imaginary playmates in the case of younger children, and prefer older playmates—children of their own mental age.

5. *Reading preferences:* The interests shown by intellectually superior children in their reading preferences are sometimes indicative. They like science, history, biography, travel, folk tales, informative fiction, poetry and drama. They have less interest in adventure, mystery and emotional fiction than do other children. They are also frequent users of encyclopedias, atlases and dictionaries.

Gifted children soon outgrow children's literature and frequently turn to adult books and magazines. At all ages they are avid readers.

### Providing for the gifted

It is not simple to find the best method of educating the gifted child. The current methods are acceleration, segregation and enrichment—or any combination of the three.

1. *Acceleration:* Some accelerated programs let gifted students complete a 4-year high school course in three years, allow them to skip grades (generally no more than two years if no other provision is made), permit highly qualified students to enter college on completion of two years of high school, or let students skip time rather than grades by starting school at the age of 4.

There are both favorable and unfavorable reactions to acceleration. On the plus side, acceleration can claim to give the gifted an earlier start on a productive career and an earlier assumption of adult activities, to recognize individual differences and to keep the gifted

challenged. But on the debit side, acceleration can be emotionally damaging for younger children, can accent differences and set students apart from their peers, and can risk social maladjustment if chronological age differences become too great. Also, some students may not be ready to accelerate in all subjects.

2. *Segregation:* Next are various examples of segregation, or homogeneous grouping, which resembles acceleration with slight differences. In one case the children are segregated because they are accelerated together, and in the other they are accelerated because they are segregated and consequently find it easy to accelerate.

Here the number of gifted children will make a great difference in a program. It takes a city of large size to support special classes or a special school like New York City's Stuyvesant High School or Hunter College's school for the gifted which are limited to those with an IQ of 130 and over.

Again there are pro and con reactions. Those in favor of homogeneous grouping hold that because the range is reduced classes can be better planned, that more time is left for creative activities and enrichment, that the gifted are stimulated to maximum achievement and that there are no slow learners to retard class progress. But those holding segregation in disfavor maintain that it is undemocratic, that it produces snobbery, that the segregated become impatient with those of lower intelligence, that it induces excessive competition, and that the less intelligent lose the spark that the gifted give to a class.

3. *Enrichment:* This is perhaps the most nebulous of the three. In its worst form it can be punishment for being intelligent. But at its best it can allow every student (slow or brilliant) to advance at his own level, encouraging him to learn and explore all he can. However, it requires superior teachers.

Enrichment can come in many forms. It should include a competent guidance program. It can include extra work in the classroom, probably including classroom libraries. It can mean committee work both in and out of class. It should mean extra-curricular activities. It means such classes as music, art and creative writing. It means college-level classes in high school and perhaps high school-level subjects like typing and foreign languages in late elementary or junior high school.

It is evident that one single plan will not work by itself, that one combination will not work for every situation.

Rather, providing for the gifted requires the forging of a combination that, based on careful study, fits the particular school and its particular students.

On the following pages, 4 administrators describe their school programs for gifted students



## City-wide program for gifted

**N**O TWO SCHOOLS in the Philadelphia School System have identical programs for the gifted. Instead, principals are encouraged to experiment to find the plan best suited for their particular schools.

They can turn for assistance to special services from the system's central office: a broad testing program administered by the division of educational research; specialists and consultants in many fields; records of pertinent information on each pupil kept from the time of the initial interview between parent and kindergarten teacher until the child completes his requirements for high school graduation, and psychologists of the division of special education.

Also, principals and teachers are given frequent opportunities to share their experiences through in-service courses, workshops and professional meetings. Curriculum committees receive guidance from the experiences of the schools and, in turn, develop and publicize practices which seem of value.

### Elementary enrichment

Although they vary in program and procedure, most of the elementary schools provide for the talented by some form of enrichment in depth and/or in breadth. Faculty committees have been organized in many elementary schools to study and develop procedures for identifying the gifted, and to make suggestions for ways in which the programs for these children may be enriched.

By careful grouping within the class, many opportunities are provided for enrichment in depth. For example: in one elementary school the principal teaches Spanish to a class of 6th-grade pupils of superior academic ability; in a large elementary school the principal teaches algebra to a group of selected 6th-grade pupils; in some schools the adjustment teacher is assigned to work with the talented pupils as well as with the slow learner; before regular school hours in one school an engineer who lives in the community meets with a group of children who have a special interest in science; and still another elementary school

is developing a science workshop for its academically-talented pupils.

Except in the very large elementary schools, grouping takes place only within the classroom. In a number of schools special groups meet together on the basis of reading or arithmetic level rather than on a grade level. One elementary school has been experimenting with an ungraded class for academically-talented pupils.

### Grouping in junior high

At the secondary level, we have found that pupils who are academically talented, and who perform consistently on a high level, have the best opportunity when they are grouped together. Academic abilities and special talents are more clearly discernible here than at the elementary level.

It is common practice for members of the staff of the junior high school, either through conference or questionnaire, to secure advance information from the sending elementary schools on special abilities and talents of incoming pupils. This makes effective rostering possible from the day a pupil enters junior high school.

In some junior high schools the talented pupils remain as a separate group throughout the school day. In others, such grouping is practiced only for special subjects. Most of these schools provide for enrichment in depth as well as breadth. Besides the accelerated program provided within the classrooms for those grouped according to academic ability, many schools provide special clubs or extra periods for the talented in such areas as science, language arts, mathematics, foreign languages and literature. One junior high school principal reports: "We develop special rosters to accelerate their progress. Within the dictates of the state requirements, we substitute additional majors for minors. We try to prepare a particular pupil to step into the next higher grade when we feel he is ready. Any day may be promotion day."

Whenever special programs are planned for the talented, staff members always consider the previous educational records of the pupils to assure desirable balance in his program and to prevent problems of maladjustment.

### Challenge senior high gifted

Faculty committees have been formed in many of the senior high schools to study the best procedures for early identification of the academically talented, to plan programs which will challenge their abilities, and

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by **RUSSELL M. LEONARD**

Chairman, Committee for Academically Talented, and  
District Superintendent  
Philadelphia Public Schools



## central services aid principals . . . faculty committees develop procedures . . . broad scholarship plan

to give expert guidance in career choice and college selection. The organization and functioning of these committees vary from school to school.

One of our largest high schools divides its academically-talented pupils in two major groupings—"college bound" and "college bound accelerated." These are the "honors classes." The "college bound accelerated" group requires an achievement level of A or B in all subjects and a definite intention of going to college. The "college bound group" requires the same level of academic achievement, but includes pupils whose college plans are indefinite. For those students who are outstanding in some subjects but not in others, "starred classes" are provided.

In addition to the accelerated and enriched program provided in these classes of carefully selected students, the major departments of the school offer additional advanced courses for students of superior abilities. These electives include classes in journalism and dramatics; elective minors in French, German and Spanish conversation; advanced mathematics; advanced science, and special courses in ancient and modern history. Students in these classes are helped to prepare for College Board Examinations. Teachers of the academically talented are carefully selected by the principal and his heads of departments.

The Philadelphia Board of Public Education has demonstrated its interest in exceptional students by awarding each year approximately 250 college scholarships. In addition, it awards some 30 scholarships to art schools, 30 to music conservatories, and 80 to schools of nursing.

Last fall, a Committee for the Academically Talented was appointed by Superintendent Allen H. Wetter. This committee was charged with the responsibility of examining the present program and perhaps recommending some changes in policy. These questions the committee must consider: Should elementary school pupils be placed in special (academically talented) classes? Can means of identification be improved? Should a 2-year program be planned for the academically talented at the junior high school level? Is there a minimum age for graduation from high school? Does the Carnegie Unit place undue restriction on programming for the talented? How can we prepare teachers for the academically talented? Answers to these questions will shape the future programs for the academically talented youngster in the Philadelphia Public Schools.



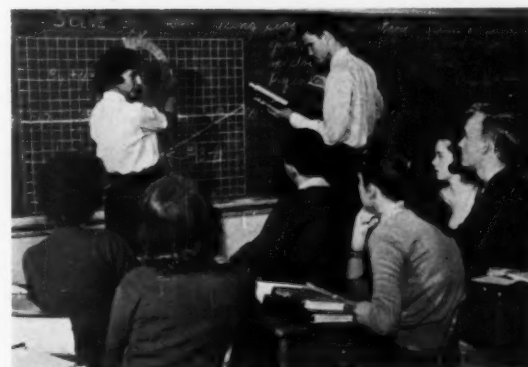
Enrichment in the form of a creative writing project.



Modern language study begins in elementary grades.



Science workshop is developed for use by young gifted.



Additional advanced courses challenge high school gifted.

## Acceleration in science and mathematics

**G**IFTED JUNIOR and senior high school students in Decorah, Iowa, can participate in a program of acceleration and enrichment in science and mathematics that takes them up to college level.

This plan is a product of joint faculty, college personnel and administration teamwork on a program for adding depth to each area of the high school curriculum. The program has been initiated in the areas of science and mathematics and has been found hearteningly successful. Eventually it will encompass all of the subject areas of the curriculum.

### **Enriched science**

To select the students who would profit most from the enriched science program, the staff of the science department constructed an achievement test which proved to be a reliable instrument. Norms are now being prepared for this test.

The Iowa Tests of Educational Development, which are a part of our regular testing program, were carefully screened for each student. The cumulative records showing intelligence test results, reading test results and the academic record of each student were analyzed. Each student selected on the basis of these was interviewed to establish his interest in the program.

Analysis of the results of tests administered to 8th-grade students revealed that some of them had a knowledge of general science comparable to the average 9th-grade student. It seemed obvious that these mentally advanced students would gain little from a study of the required 9th-grade science course.

The students from the selected group who chose to follow the enriched science program enrolled instead in biology in the 9th grade. The enthusiasm of the students for this program and their success in it has

assured the faculty and administration that they will achieve a high degree of success as they take the step into chemistry next year.

The chemistry course taken by the mentally-advanced 10th-graders is the same program that is followed by the 11th-grade students enrolled in the general academic program. Our chemistry course is in a constant state of revision to enable the school to keep pace with the scientific and technological advances of our time.

The science department believes that physics is of major importance in our program for the gifted. The students who continue to follow the enriched course of study enroll in physics at the beginning of the 11th grade. If they are also enrolled in the enriched mathematics program—and most of them are—they have completed the study of mathematics through advanced algebra. This enables the students to integrate these two courses.

The course offered to the mentally-advanced student in his senior year, called advanced science, is divided into two parts—biological science and physical science. This science program, taught by two instructors who are specialists in their respective areas, is comparable to the survey courses usually offered in the first year of college.

### **Enriched mathematics**

Participants in the advanced mathematics program are selected upon their entering the 7th grade. This means that the elementary school teachers must carefully assist in the selection. The enthusiasm of the teachers in this part of the program has generated an atmosphere of eagerness on the part of the students to participate in the program.

Students who elect to participate in the program must meet the established requirements for admission: superior achievement in basic arithmetic skills from 3rd grade through the 6th; high IQ scores, teacher recommendation, and general interest in the field of mathematics. The test scores of selected students must be in the upper quartile of all students to whom the tests are administered.

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by **JOHN E. CLINE**

Principal, Senior High School  
Decorah, Iowa

and **DAVID C. SMITH**

Principal, Decorah Elementary School

## Program worked out by school and college personnel . . . enrichment and acceleration lead gifted to college-level material

The program begins in the 7th grade with an intensive course designed to review all fundamental mathematics operations. The elements of arithmetic such as taxation, insurance and other concepts found in the usual 7th and 8th grade program are taught in the 7th grade. The mentally-advanced student requires less drill than does the average student; therefore the enriched program provides the same material but in less time.

Further study through testing and counseling indicated that the gifted students were ready for the next sequential step in mathematics. Upon completion of the extensive review of all basic arithmetic skills, the students in the 8th grade are prepared to begin the study of algebra. This group of students taking first-year algebra proceed beyond the level of achievement usually found in this course; thus, in the enriched mathematics program, algebra is taught in the 8th grade.

The next mathematics step for the mentally-advanced student is plane geometry. This group of superior students can explore more complex geometric proofs and propositions.

Advanced algebra is one of the most difficult mathematics courses confronting the high school student. This course is taken by the mentally-advanced 10th-grade students.

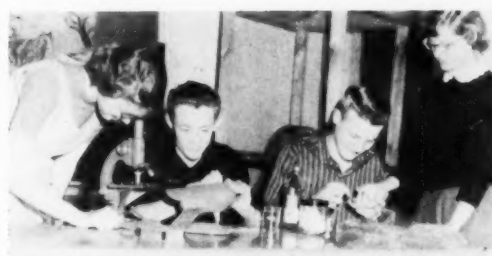
The courses generally taught to seniors are taught to the mentally-advanced juniors. The first semester they receive trigonometry; the second semester, solid geometry.

### Extra year of math

The enriched program provides an opportunity for the students with ability to receive an additional year of preparation in mathematics while they are in high school. The senior year of mathematics provides the mentally advanced student with instruction comparable to that found during the first year of the student's college education. This course includes a semester each of analytical geometry and calculus. Therefore this plan should enable students to begin college mathematics on the sophomore level.

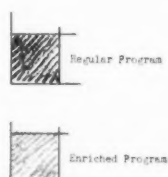
### Decorah's Science Program

grade	General Science 7	General Science 8	General Science 9	Biology	Chemistry	Physics	Advanced Science
12							
11							
10							
9							
8							
7							



### Decorah's Mathematics Program

grade	Arithmetic 7	Accelerated Arithmetic	Algebra 8	Algebra	Plane Geometry	Advanced Algebra	Solid Geometry	Trigonometry	Analytical Geometry	Calculus
12										
11										
10										
9										
8										
7										



## Science gifted work with local scientists

A PILOT EXPERIMENT initiated last year in several Dade County, Florida senior high schools gives gifted science students firsthand experience in working with research scientists in the community. Qualified students are selected to learn scientific techniques in such areas as bacteriology, enzyme chemistry, tissue culture, virology, microbiology and meteorology. These high-ability students omit one or two periods from their school day and use this time doing research work in neighboring laboratories.

This science program is designed to enable the gifted student to:

1. Become acquainted with outstanding research workers in the community.
2. Develop laboratory skills.
3. Develop new understandings about the work underway in these laboratories.
4. Broaden scientific interests and knowledge by observing periodic demonstrations.

The program will be expanded this coming year with additional laboratories being asked to participate.

Several guidelines have been developed for the selection of gifted science students: they should possess good health, persistence, physical and mental drive, intellectual curiosity and a strong interest in science. And they should have a high intelligence quotient, be two or more grade levels accelerated in mathematics, and three or more grade levels accelerated in the language arts skills.

In one senior high school laboratory, students work with radioisotopes. A cooperative relationship has been developed between this school and a Dade County hospital where the more exacting laboratory work is done. This is one of the first high school laboratories to be granted approval for the use of radioisotopes.

Another administrative provision for gifted science

students is a special class titled "science research." The teacher serves as consultant and liaison between the students and faculty members or scientists in the community who provide the students with needed expert assistance. Each student is developing his own project and records his daily progress in a personal log book. This class provides the opportunity for the development of student initiative and creative work.

### Senior high honors class

Honors classes have been organized in several subject areas in the senior high schools. Students of high ability with outstanding records of achievement are permitted to enroll in one or two of these special classes. Parental permission is required for enrollment.

The honors classes provide for the deepening of student understandings as well as a faster and more extensive coverage of advanced subject content. Emphasis is put on individual study and research skills. Inductive teaching procedures are emphasized to challenge students to think creatively and critically and to build their own concepts and apply generalizations. Much of the content centers on current problems.

One of the major difficulties in an honors program is grading. If students who do advanced work in foreign languages, sciences or mathematics are graded on the same basis as regular students, it is possible for the latter to outrank them scholastically. One senior high school is currently experimenting with a plan for weighting grades to take into account the difficulty and quality of the extra work of the honor students.

### Advanced mathematics

Opportunities in mathematics are also provided for the gifted students. Although the Functional Mathematics program in the Dade County schools is not designed exclusively for the gifted mathematical student, it does allow students to study areas in advanced mathematics at a much earlier grade level than is possible in the regular program. For example, trigonometry, analytical geometry and algebra are combined with plane geometry and arithmetic at the 9th-grade level. Grade 12 includes geometry, algebra, trigonometry

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by JEFF WEST

Director, Curriculum and Instructional Services  
Dade County Public Schools  
Miami, Florida



**Liaison with neighboring labs . . .  
emphasis on creativity . . . flexible  
math program . . . enrichment with  
cross-grouping in elementary grades**

etry, analytical geometry, statistics, calculus and differential equations.

The Functional Mathematics program is built upon a logical development of mathematical concepts and cuts across traditional mathematics subject area lines. Emphasis is placed upon inductive teaching methods with the student doing most of the work. Students are not limited by artificial partitions of subject areas or forbidden to venture into those areas of mathematics which have been traditionally reserved for the colleges.

**Elementary enrichment**

In the elementary gifted program, use is made of enrichment procedures in the regular classroom as well as limited acceleration in special cases. Cross-grouping of gifted pupils was initiated in 1952. In this type of grouping, the gifted pupil spends half of the school day in a regular classroom studying basic skills with other pupils of varying abilities. The second half of the day is spent in a special class with other pupils of high ability. In this latter class pupils apply their basic skills to real life experiences.

In the initial stages of this program there was considerable concern about the social attitudes of the gifted pupils and the effect of this type of school organization upon interpersonal relationships. Sociometric measurements indicate that the relationships are normal and compare well with the average situation. According to the standardized test results, there is great advancement in the language arts and arithmetic skills. The teacher places great emphasis in the special class upon service to others.

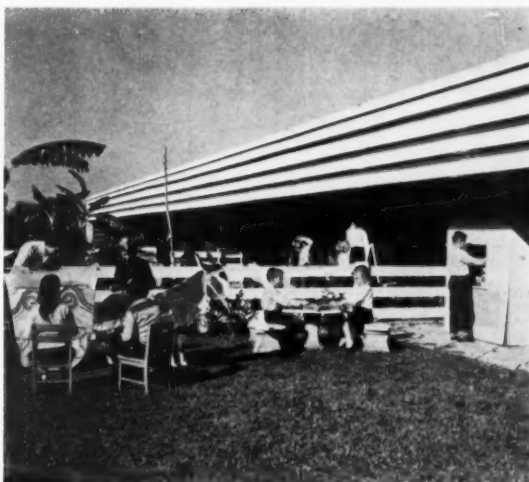
Research studies indicate that special grouping can help reduce the range of student abilities about 17 percent, but there will always remain a wide variation in individual interests and capacities. Curriculum innovations and special administrative devices must always be implemented by the work of an outstanding teacher who knows her subject and has the ability to convey enthusiasm for learning to the student. If the student can be helped to develop an insatiable curiosity and a love for knowledge, nothing will prevent him from learning.



Science students at work on an electronics rack.



Math students learn how to operate a slide rule.



Enrichment activities in the outdoor classroom.

## Enrichment in grades 9-12

**T**HE RIVER DELL, New Jersey program for the superior student begins in the 9th grade. We prepare for the program two years in advance by studying all of the 7th and 8th grade students to select those who can best profit from an enriched program. As we study the 7th grade students we find those who are weak in the fundamentals; we group these students in the 8th grade in English, math, science and social studies and try to bring them to a higher level.

By dividing the group at this point we feel we are in a better position to select those students who are capable of participating in an enriched program when they enter the 9th grade.

Students are selected for the enriched program on the following bases: high grades; an IQ of 120 or above; teacher and guidance department recommendation; good physical and mental health, and pupil and parental consent.

This program does not aim to isolate any pupil from his class or from his friends. In all four years—grades 9-12—the pupils are grouped heterogeneously in the homeroom, in physical education, foreign language, music and art classes, in the shops and in other electives. In the 9th and 10th years, the students who are selected for this program are grouped in English, math and science classes. In the 11th and 12th grades, social studies are added to these categories.

We feel that such a program requires enrichment on both horizontal and vertical planes. The enrichment in math and science is on a vertical basis; that is, five years of work will be completed in four. In the English and social studies areas, we feel that the enrichment should be accomplished on a horizontal basis. In English there will be more theme writing, a more creative and imaginative approach to discussion, research papers, and greater exploration of literature. The same general principles would apply to junior and senior American history classes. This gradually leads the student to a more complete college pattern of working and thinking. Thus, college-preparatory students could

be the only ones participating in such a program.

Only those students who have all A's or B's in the beginning may embark on such a program. The student would be expected to maintain his high average; if he could not, he would be put on probation for two months and then dropped from the enriched program if he showed no improvement.

In order to carry out a program for the superior student, we must have superior teachers. It is imperative, therefore, that we select the best teachers, the most inspirational teachers, and put them with superior students.

The inspirational teacher is the one who manifests unlimited enthusiasm in his job. He is constantly striving to locate special talents in each student, and to arouse in him the power to think for himself. He is always stimulating and nurturing the student's powers to greater heights of initiative, creativity, imagination, and self-realization.

Critics of the program object to using the best teachers in classes of superior students, saying that these teachers should be with the average and below-average students. Such a program can be successful, however,



Student makes paper chromatograph in science class.

---

by **WM. WENDELL WILLIAMS**

Superintendent, River Dell Regional Schools  
Oradell, New Jersey

**special grouping in English, math,  
science and social studies . . .  
enrichment both horizontal & vertical**

only if we employ teachers who have a depth of knowledge of their subject matter and a genuine knowledge of human relations.

We have found that there is a high correlation between students selected for the enriched program and their choices of outside extra-curricular activities, such as football, basketball, band, cheerleading, newspaper and student council. It has been noted that students in this group study more and accept greater responsibility than in the past.

Since they have entered the enriched program, many students who had hitherto completed their homework in school find it necessary to work at home on many of their assignments. In some subjects, the students in the enriched pattern are progressing twice as fast as those in the regular classes.

We are convinced that this program is necessary for realizing the needs of superior students. In designing a program to develop to the maximum those qualities which will make the students happy and successful persons throughout their lives, we are guiding our superior students to make plans that are commensurate with their ability.



Advanced English class discusses "Tale of Two Cities."



Student in River Dell's enrichment program builds a solar heater that produces heat to over 2500 degrees.



Two students construct an entry for the school's science fair; girl at right is also majorette with school band.



Students keep social studies bulletin board up to date.

## Quality, Not Quantity Stressed In Science Teaching Programs

HARRY D. GIDEONESE, president of Brooklyn College, writes in a recent issue of *The Educational Record*:

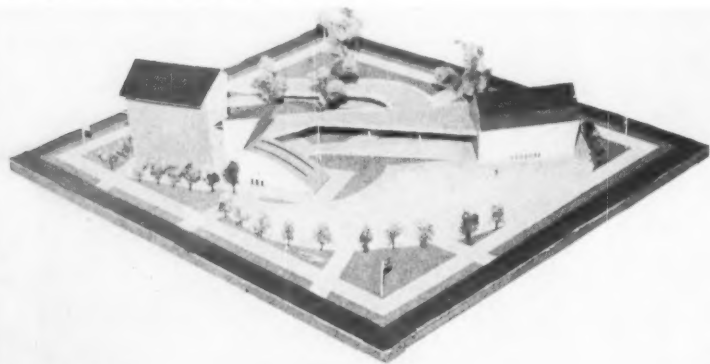
"It is crucial to remember that our American problem is one of *quality*, and not of quantity. . . . We do not need *more* engineers. We need *better* engineers, and above all more and better scientists to give our technical programs an adequate theoretical foundation."

It is with the aim of improving the quality of our science and mathematics teaching, thus insuring a future generation of better engineers and scientists, that the following programs have been initiated.

### Indiana

The Industrial-Schools Committee on Science and Mathematics Education, with the assistance and cooperation of sponsoring schools and industries of Indianapolis and Marion County, Indiana, has initiated a plan which provides financial assistance to science and mathematics teachers who wish to pursue their studies.

### World's Fair of the Future



The India and Pakistan Pavilions, shown above, are part of a 34-nation World's Fair of the Future designed and constructed by 8th-graders at the H. Frank Carey Junior-Senior High School in Franklin Square, L. I. The entire exhibit, which measures 9 by 40 feet, is constructed of cardboard, oak tag, sandpaper, construction paper, cellophane, lichen, twigs, balsa wood and screening.

To obtain a grant, a teacher must have had at least one year of successful teaching experience; must use the financial assistance only for courses in mathematics and science; must successfully complete the courses elected for credit; and must teach in the community for no less than one year.

### New England

A project recently approved by the executive committee of the New England School Development Council provides elementary science teachers with the advice and counsel of a doctoral student in science.

The advisory chain extends from the collegiate leader through a "cell" representative down to a committee member who is responsible for improving science instruction in his own school.

### Vermont

A grant of \$112,000 to Goddard College, Plainfield, Vt. will help to improve science and mathematics teaching in rural areas of Vermont.

The Ford Foundation program will help provide 23 high schools in northern Vermont with filmed high-school physics courses and other instructional material.

### Long Island

A central library of scientific and engineering equipment, including certain research and test apparatus needed in advanced science studies, has been established by Hofstra College. Colleges and high schools on Long Island, N. Y. will be able to borrow and use the library's scientific equipment.

### Nationwide

A science-economics project has been launched by The Joint Council on Economic Education to improve economic education in all parts of the nation.

The project got under way this summer with a workshop on the implications of contemporary scientific developments for the American economy.

### Teachers Study Interaction Of Science and Economics

BRONXVILLE, N. Y.—The Joint Council on Economic Education launched its science economics project this summer by means of a workshop at Sarah Lawrence College on the implications of recent scientific developments for the American economy.

High school science and social studies teachers from 33 school systems met to study developments in energy, health, space travel, food production and automation. The topics were then viewed by an economist who attempted to forecast the effects of these advances on our economy.

Participants in the workshop worked under the direction of consultants, developing material for classroom use. Consultative services will be available next year when findings are applied in school systems.



#### SPOTLIGHT ON . . .

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### Superintendents Call For Better School Evaluation

NEW YORK—Better and continuous evaluation of school quality and greater support of research by local communities were called for at a recent three-week conference of superintendents of schools.

Superintendents from 33 cities in 26 states took part in the 17th Annual Work Conference for Superintendents held at Teachers College, Columbia University. Their recommendations are embodied in a statement which they will make public in their communities.

#### Educators interviewed

PARIS—NBC News asked three educators now visiting Russian institutions of higher learning "How Good Are Soviet Colleges?" in a telecast here recently.

Edward H. Litchfield, chairman of the group of eight educators and chancellor of the university of Pittsburgh; Frank Hugh Sparks, president of the Council for Financial Aid to Education; and Deane Waldo Malott, president of Cornell University; were interviewed by Chet Huntley on the program, "Outlook."

During the educators' 15 days in Russia, they reported being "under no wraps as far as seeing what we wanted to see" though the atmosphere "is one of definite surveillance."

Among the high points of Russian education was mentioned the amount of library space available, the amount of money spent on education, and the effective use of woman power.

### "Peddling" Education



The 28 by 8-foot trailer pictured above is called by its owner and operator, Bond Wheelright, a "school supply store on wheels." Since its maiden voyage on Jan. 23, 1958, it has visited rural communities in Maine from "Madawaska, the farthestmost point north, to Kittery in the south," displaying maps, globes and books to students in "public, private and parochial schools and colleges." The schoolmobile, a snowcase where orders are taken, is available to teachers and students for educational teaching and display purposes and to school superintendents, school boards and budget committees for business services.

### U. S. Educators Adopt Cautious Attitude in Evaluations of Education in Soviet Union

Since the signing of the cultural exchange agreement between the U. S. and Russia, various American groups and individuals have made painstaking surveys of Soviet education. Their extensive and scholarly observations have been reported in much detail in the daily press and on television.

The general impression of these visiting educators seems to be that Russia has been vastly effective in realizing its educational objectives and that we, as a nation, cannot afford to disregard the challenge. On the other hand, they seem to feel that these objectives are so different from ours as to leave us doubtful about adopting their methods.

Thorough as these reports are, therefore, they contain very little in the way of suggestions as to how we are to meet the challenge, besides a warning that a higher priority of attention must, in the future, be given to our educational system, and that improvements will cost money.

A recent report by Edward H. Litchfield, chancellor of the University of Pittsburgh and chairman of a group of educators who made a privately-financed study, is typical.

Dr. Litchfield seems to echo U. S. Commissioner Lawrence G. Derthick and his nine-man team when he

comments that the Russian people have dedicated themselves to higher education with "deadly seriousness."

The Soviets "have accomplished a tremendous amount in a relatively brief period of time," says Dr. Litchfield. He adds, however, that his group "had serious reservations" about the purposes of Russian education, which seem to be to educate the individual "exclusively in the interest of the momentary notions of what the state requires."

Paying respect to the intention of Soviet application to its goal of a well-educated leader group, the report casts doubt upon "what they are attempting to achieve by means of their education system and the way in which they are doing it."

Among the impressive characteristics of Russian education, Dr. Litchfield, like Commissioner Derthick, lists the high salaries and plentiful supply of teachers, and the selective hiring system.

The report also confirms the heavy emphasis on education in the natural sciences and foreign languages, and comments on the rigid curriculum with its inflexible selection. At the same time, it calls attention to "the gross inadequacy of both the substance and the methods of the social sciences generally and the behavioral sciences particularly."

Another study, reported on recently in the New York Times Magazine Section, also indicates that "school is a serious business in Soviet Russia."

This report, made by Marc Raeff, associate professor of history at Clark University in Massachusetts, is more limited in scope. Dr. Raeff spent a month in Moscow and Leningrad, where he studied grade schools, high schools and teachers' colleges.

Dr. Raeff writes about the Soviet emphasis on science and the number of hours devoted to it in school. He also mentions the rigid, mandatory, uniform curriculum which, he claims, is not only rigidly integrated, but narrow as well. "Soviet schools do not really encourage or foster originality," says Dr. Raeff.

Deane W. Malott, president of Cornell University, in summing up the Litchfield report, probably sums up the cautious attitude so far adopted towards Russian education.

While admitting the tremendous accomplishments of the higher education system of the Soviet Union, Dr. Malott emphasizes that "its objectives and its methods depart so significantly from our own as to leave an American educator with very serious reservations."

"It is clear to all of us," he says, "that if we want the American system of higher education to be as effective in realizing our objectives as the Soviet system is in realizing theirs, we must be prepared to establish a higher priority of attention to our system and be prepared to pay the very considerable cost involved."

## Educational Spotlight is Turned On Programs for Gifted Pupils

PROGRAMS for the gifted still occupy the educational spotlight. Here are some of the more recent proposals.

### Enrich classes

The National Council for the Social Studies, in a study titled, "The Social Education of the Academically Talented," recommends talented students be taught in special classes and encouraged to take on special projects within the framework of their regular classes.

Copies of the study may be purchased from the National Council for the Social Studies, 1201 16th St., N. W., Washington 6, D. C.

### Stiffen courses

James B. Conant, addressing a group of superintendents at Teachers College, Columbia University, recommended stiffening courses of study. Bright students should be required to take four years of English, three years of mathematics, three years of science and four years of foreign languages, he said.

Dr. Conant, president emeritus of Harvard University and former Ambassador to West Germany, has completed a year's study of the American high school.

### Encourage individual progress

New York University, in cooperation with the Long Beach and Ossin-

ing, N. Y. school system, has launched a research program that will allow gifted pupils to advance in mathematics, science, art and music as rapidly as their talents allow.

Progress in the language arts and social studies will be based on the grade system, but in mathematics, science, art and music, each pupil's progress will be determined by ability to learn, and not on a grade basis.

### Provide for guidance

Harold C. Hand, professor of education, University of Illinois, in a speech before the Western New York School Board Institute, outlined what seemed to him to be the characteristics of a good program for more able youngsters.

Such a program, said Dr. Hand, provides for guidance, instruction, extra class activity and the use of community resources. He stressed, however, that the program remains part of the total program designed to serve all pupils equally well.

### NEA Service Will Collect Data on Education of Gifted

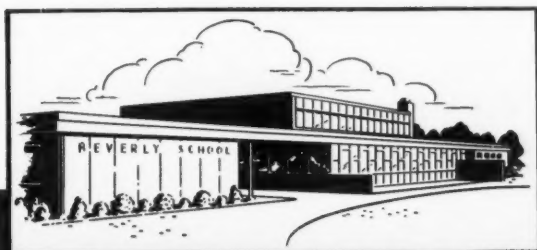
WASHINGTON—The NEA has announced the establishment of a consultant service which will collect information on education of the academically talented. Charles E. Bish, former principal of McKinley High School here, has been appointed director of the 3-year project.

The new service will be carried on under the administration of the NEA through a grant from the Carnegie Corporation. Chief concern of the project will be the academic subjects in the secondary schools.

"This much-needed service," according to Lyle W. Ashby, NEA assistant secretary for educational service, "will pull together results of research studies now carried on in various parts of the country. For the first time, those educators collecting information and those seeking it will have a reliable . . . point of contact."

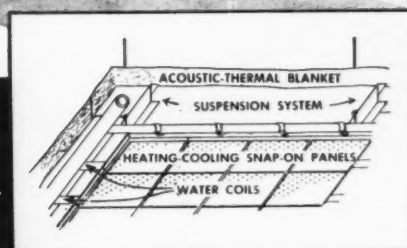


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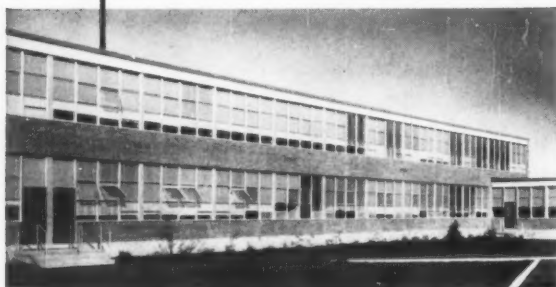
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## SPOTLIGHT

### Ford Grants Will Support Two Youth-Studies Centers

NEW YORK—The Ford Foundation has announced grants of \$1,440,000 to two universities for training programs designed to combat juvenile delinquency.

One grant will enable the University of Southern California to establish a youth-studies center at Los Angeles. The other will support a similar center at Syracuse University, Syracuse, N. Y.

"The two centers," according to Dyke Brown, vice president, Ford Foundation, "are expected to bring the universities' resources . . . to the support of comprehensive community programs of prevention and control."

Both Los Angeles and Syracuse have delinquency problems. The University of Southern California has had a Delinquency Control Institute since 1946 and Syracuse University has been conducting research through its Psychological Research Center and School of Education.

### Educators, State Plot Drive To Combat Juvenile Crime

ALBANY, N. Y.—The president of the State Association of Secondary School Principals suggested printing brochures listing the most commonly-committed juvenile crimes as part of a "simple, businesslike and effective plan" to combat juvenile delinquency on a state-wide basis.

John W. Turner was among those who addressed a meeting of elementary and secondary school principals, state education officials and representatives of 35 other groups here recently. Objective of the meeting was to work out a state-wide plan to combat juvenile delinquency.

The brochure suggested by Dr. Turner would detail the meaning of crimes and the legal and community-life penalties that accrue from their commission. They would be distributed to every community.

Parent censorship of the communications media was proposed as a

delinquency preventive by John F. Brosnan, chancellor, Board of Regents.

"When are we going to wake up to the things that affect children?" he asked. "We should ask ourselves, 'Is this magazine, play, television show or movie good for my boy?' If the answer is no, then blackball it."

The conference was arranged at the request of the Elementary and Secondary School Principals' Association of New York State. In a memorandum to participants, J. J.

Collins, chairman of the principals' committee, said:

"Everyone seems to be concerned about the growth of juvenile delinquency and the incidence of crime among our youth. Thus far, there has not been any one group which has coordinated the good efforts of all, and which has brought these efforts out in a form of a state-wide plan of action, a 'blueprint' . . . which could provide each and every community with a guide for action."

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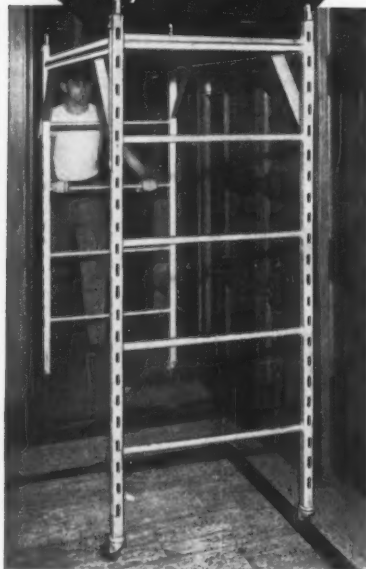
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## SPOTLIGHT

### NYC Education Department Gets Use of Station WPIX

ALBANY, N. Y.—The Board of Regents has announced that education shall have, beginning this month, exclusive use of Station WPIX, channel 11, for a substantial number of daylight hours.

The New York City broadcast facility shall be used "for the purpose of supplementing and enhancing formal instruction and extending educational and cultural opportunities for people of all ages" in the reception area, according to a statement distributed to superintendents and supervising principals.

In announcing its policies and purposes, the State Education Department stresses that instruction by means of broadcast television should be institutionally connected.

"Program content should be coordinated with ongoing instructional

resources in established institutions so that the 'administration of learning' can continue to be accomplished by educational sovereignties, such as, existing schools, colleges, and other agencies."

The statement points out that television cannot do everything the schools have been created to do. It cannot give personal attention or individual instruction; it cannot correct misunderstanding or guide drills. These are the things which cannot be done "as well or as economically by television."

### Audio-Visual Exhibit Viewed by 2400

CHICAGO—More than \$1.5 million worth of audio-visual equipment, materials and accessories were viewed by 2,400 persons professionally interested in these tools of communication at the recent National Audio-Visual Convention and Exhibit held in the Hotel Morrison here.

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SE-236

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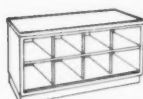
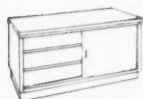
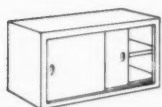
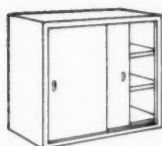
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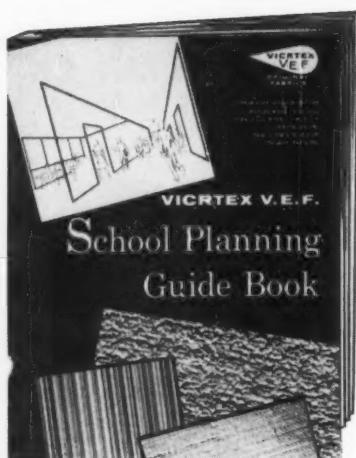
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## **SPOTLIGHT**

specialized films and filmstrips, still projectors, a rear-projection screen, a 16mm filmstrip projector and camera, and record players were among the new products displayed.

The convention, sponsored annually by the National Audio-Visual Association, provides an opportunity for leadership groups in the audio-visual world to meet together, exchange ideas and experiences and attend the exhibit.

### **ETRC Explores Criminal; 4 New Stations Affiliate**

ANN ARBOR, MICH.—The problems of criminal behavior are considered by the late criminologist Douglas Kelley in a new National Educational Television series.

The 20-program series, called "The Criminal Man," has been distributed to educational stations and will be made available to commercial stations soon.

### **ETRC expansion**

KNME-TV, Channel 5, in Albuquerque, New Mexico, is the latest ETRC affiliate. Three other stations became affiliates recently and will be on the air later this year.

### **TV as an Educational Tool Demonstrated at NJ School**

BERGENFIELD, N. J.—The possibilities of television as an educational tool rather than as a substitute for teachers was demonstrated in a live experiment at the Bergenfield Junior-Senior High School here recently.

Philco ITV equipment was used to transmit on-the-spot information from one part of the school to another. Classroom monitors operated the TV camera by remote control, permitting the students to interrupt the program at any time to ask questions of the teacher and students who were on camera.

Equipment for the experiment was provided by Impco, Inc., New Milford, N. J.; arrangements were handled by the Lawrence C. Licht & Frank E. Johnson AIA architectural firm, Englewood, N. J.

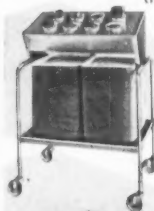
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"Dish Caddy" eliminates breakage in transfer of dishes. Handles easily even when both sides of its twin compartments are fully loaded. Stores under serving counter with covers closed or open, eliminating unsanitary storage shelves. Superior all stainless steel construction, with translucent plastic covers.



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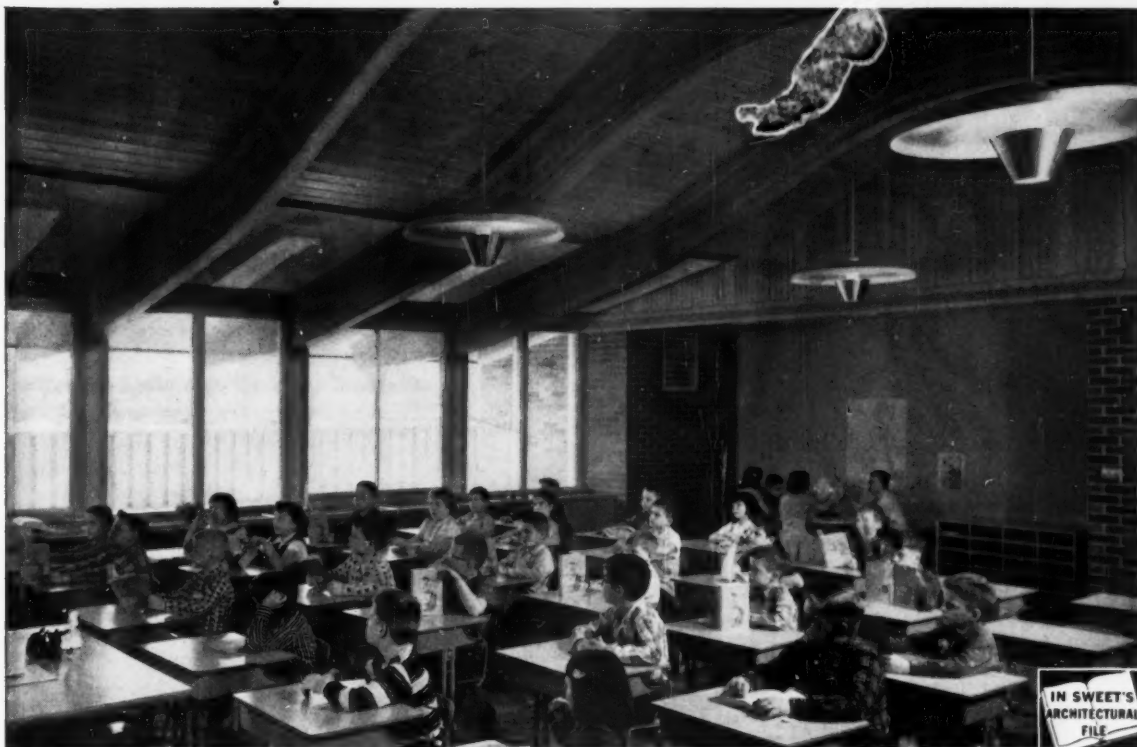
**CADDY CORPORATION OF AMERICA**

SECAUCUS, NEW JERSEY

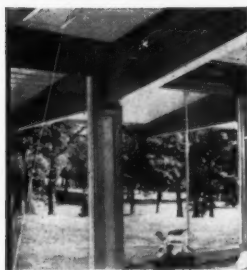


*Lennox Research School, Des Moines, Iowa, is a development and research project of Lennox Industries, Inc. Outside dimensions of the split level two-room unit are 46' x 71'-10".*

- **JOB DATA:** Space provided: Two classrooms each 28' x 30', 10' x 71' corridor, three toilet areas.
- **Exterior walls:** brick, glass and wood. **Interior walls:** brick and wood paneling. **Heating and ventilation:** Lennox Comfort Curtain system featuring forced air with automatically controlled dampers to mix fresh and recirculated air. **Lighting:** Low voltage fluorescent lighting balanced with incandescent fixtures. **Floors:** quarry tile in entry, asphalt tile in classrooms. **Roof surface:** asphalt shingles over 2" x 6" tongue-and-groove sheathing. **Ceiling:** acoustical tile in corridors; exposed timber sheathing in classrooms. **Cost** per square foot: \$15.00
- **Architects:** Perkins and Will, Chicago. **Contractor:** Lovejoy Construction Company, Des Moines



## Advanced School Architecture



*Cantilevered glulam beams extend the roof to form a canopy which protects the window areas from the sun. Classrooms receive natural light from three sides.*

### ...with glulam beams by Timber Structures, Inc.

Natural beauty... pleasant atmosphere... complete safety... easy maintenance... and economical construction all are combined in this practical research laboratory of modern school design.

Along with advanced heating and lighting, the school features clear span interiors, with the roof supported by handsome double curved glulam beams. These were chosen to obtain a soft flow of sweeping space from wall to wall. Spaced at six feet, they provide interiors that are warm and light in feeling, with desired center height and ground-hugging eave lines. Cantilevering six feet beyond the sidewalls, they support a canopy which shields the large windows from direct exposure to the sun.

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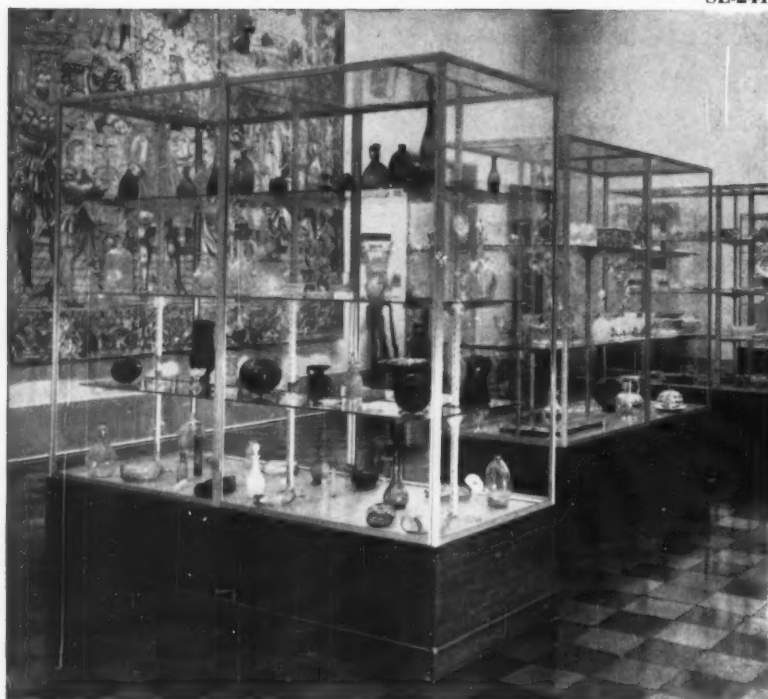
**TIMBER STRUCTURES, INC. OF CALIFORNIA**  
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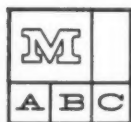
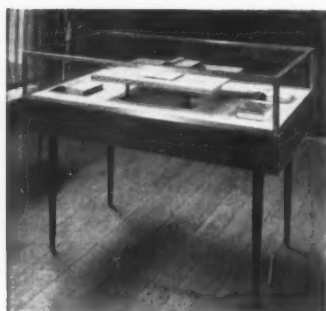
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## SPOTLIGHT

### TEPS Conference Stresses Subject Matter Preparation

BOWLING GREEN, OHIO—The need for improving teacher education, and particularly for preparing those who will teach in the subject areas in junior and senior high schools, was underscored at the 13th annual meeting of the National Commission on Teacher Education and Professional Standards, held here recently.

About 1,000 delegates from every state, China, Puerto Rico, Canada and the Canal Zone attended the conference, co-sponsored by seven other major educational organizations. One purpose of the conference, according to T. M. Stinnett, TEPS executive secretary, was "to bring together college and high school teachers so that they can clear up a lot of misunderstanding about what each is trying to do in his particular job."

Action was taken to promote reciprocity among the states in teacher certification. The plan would enable "graduates of colleges and universities which, at the time of the applicant's graduation, are fully accredited by the National Council for Accreditation of Teacher Education" to take teaching posts in any state, even if the certification standards for that state differed from those in the teachers' own states.

General sessions speakers included columnists, congressmen, chemists, college presidents, anthropologists, deans, and teacher education specialists.

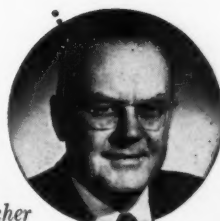
One of the co-sponsors of the conference, the National Association of State Directors of Teacher Education and Certification, issued a policy statement calling for integrated college programs for new teachers, combining stress on subject-matter and techniques.

The statement declared that all teachers should have a broad education in the arts, the sciences and the humanities; intensive study in the subject-matter fields they will teach, and thorough preparation in the process of education.

THE SCHOOL EXECUTIVE



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school superintendent



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... they've discovered how one  
Beltone audiometer makes student hearing tests  
faster and more accurate!

Authoritative estimates reveal that right now 3,000,000 school age children suffer from hearing loss. Often neither parents nor teachers realize what is the matter. Such symptoms as indifference, shyness, speech difficulties, laziness and failure to pass grades are mistaken for something else. Thus the only sure way to detect hearing loss is by accurate audiometric testing.

Leading educational systems have discovered that Beltone Portable Audiometers provide a simple solution to this often unrecognized problem. For only \$295, less than the estimated yearly cost of a single grade repeater, your school may set up a complete Beltone hearing conservation program for students. Beltone Portable Audiometers are entirely adaptable to your existing facilities—one audiometer is all that is needed to perform both screening and threshold tests. There's nothing complicated about their operation, either. Instruction in audiometric testing takes only a few hours.

Why not investigate this remarkable Beltone system now by sending for Beltone's free, fully illustrated booklet, "Hearing Tests for School Children"? No obligation, of course.



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##### Model 9-A Basic Audiometer

For individual hearing tests. Features exclusive circuiting, direct reading of hearing loss from easy to read calibrated dials. No calculations necessary. Weighs only 11 lbs. With matched receivers, plus audiograms, instruction manual. Control panel faces away from student. Only the operator knows when tone is presented—exclusive with Beltone. Complete, ready to use, \$295. With signal switch for patient use, \$320.

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these higher footcandle levels with needed *quality* of illumination. Result is freedom from eye-straining shadow and glare. For complete information on the fixtures shown here, and many others, contact your local Sylvania Fixture Specialist, or write direct.



**The Scott.** Offers extremely high (89%) efficiency, maximum reading light per fixture. One-piece translucent plastic shielding emits "indirect" upward light plus direct downward light, softens shadow and glare. Available in white, also eye-rest green or coral tint. Shown in North Reading High School, North Reading, Mass. Architects: Adden, Parker, Clinch and Crimp, Boston. Consultants: Thompson Engineering Co., Boston.



**IC Series.** Where there's a call for a high degree of illumination plus strong downward light component, new and remodeled schools traditionally rely on the IC. Fully 70% of its light goes directly down, delivering high footcandle levels with a minimum of maintenance. Available in 4-, 5-, or 8-foot lengths. Shown in Thomas Jefferson Junior High School, Clairton, Pa. Architect: Joseph Hoover, Pittsburgh, Pa.



**Mohawk Series.** Aesthetic, efficient 3 3/4" deep units for surface-mounting in low-ceilinged classrooms. "Chief" model is 13 3/8" wide with 2 lamps in cross-section, "Super Chief" 23 3/4" wide with 4 or 6 lamps in cross-section. 2-, 4- and 8-foot fixture lengths; wide choice of shielding media. Here, in use at University of Tennessee, Knoxville, Tenn. Architect: Barber & McMurry, Knoxville.



**Trimline Series.** For cases where a high upward light component is needed to reduce brightness contrast and provide indirect lighting. By widely distributing softly diffused light, Trimline reduces shadows and provides uniform illumination on relatively wide spacings. Available in 4- and 8-foot units, with 3 different shieldings. Shown in the Bowditch School, Salem, Mass. Architect: John J. Mahoney, Salem.

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## SPOTLIGHT

Other co-sponsors were: the American Association for the Advancement of Science; the American Association of Colleges for Teacher Education; the American Council of Learned Societies; the Council on Cooperation in Teacher Education; the National Academy of Science—National Research Council; and the National Council for Accreditation of Teacher Education.

### Teacher Journal Discusses General Certification

WASHINGTON—A recent proposal that state certification agencies issue a general teaching credential without specification as to particular teaching field or grade level has aroused considerable interest in teaching circles.

A range of viewpoints on this controversial proposal were represented in a recent issue of *The Journal of Teacher Education*.

#### The opposition

According to John R. Berry, dean of the school of education at the University of Miami, "limiting legal certification to a general or basic credential without teaching field endorsement is not in the best interests of the teaching profession or the public it serves."

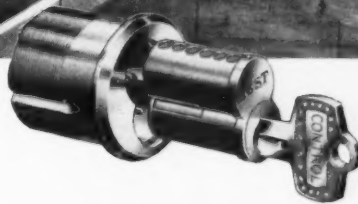
Dr. Berry feels that the granting of general teaching certificates will add fuel to the fire of current criticism from "an increasingly vocal segment of the public."

A teacher cannot possibly be competent in all teaching fields, claims Dr. Berry. "The competent German teacher may be at a complete loss in a gymnasium, and a person competent as a first grade teacher may be incompetent as a teacher of trigonometry."

#### A defense

In describing the Washington General Certificate, now in its eighth year, David E. Willis, director of the department of education at Marquette University, presents a case for the defense.

"Teachers who are acquainted



J. Everett Light, Superintendent, Metropolitan School District, Washington Twp., Marion County, Indiana.

## SPECIFIED

### In Indiana's New North Central High School— **(BEST)** Locks with the *interchangeable core*\*

Handsome, new North Central High School, in Washington Township near Indianapolis, harmoniously blends design beauty with functional service. In planning the school's locking system, attention was focused not only on physical security and appearance, but also upon future maintenance ease and economy.

An all-BEST locking system was decided upon because it minimizes cost and time required for lock changes . . . also provides one simplified masterkey system throughout the school and *entire Township school system*. Future buildings can easily be added to this single masterkey system. The BEST system reduces total number of keys needed, allows instant, economical lock changes and assures maximum physical security.

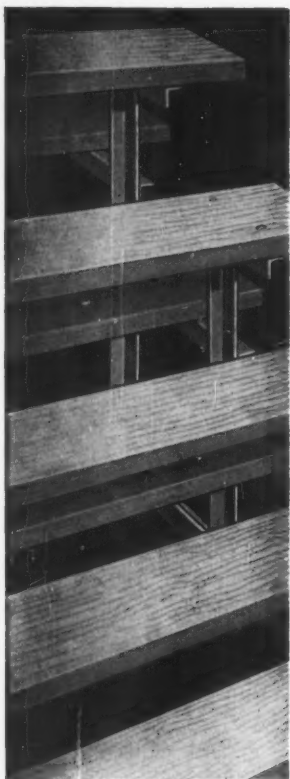
\*The *interchangeable core* is a patented, key-removable pin-tumbler lock which can be locked or unlocked with a regular operating key. This core may be removed with a special "Control Key" (used only to remove and replace cores), effecting instant change of locks. For complete details, write today.



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So, if you are seeking bids on either permanent or portable stands, be sure to investigate PLAYTIME . . . "It Costs Less Because It Lasts Longer!"



## SPOTLIGHT

with subject-matter areas and levels other than their own specialties have a better perspective as to what young people need and how the educational program functions to achieve it," says Dr. Willis.

They also are more likely to be interested in what their associates are doing and therefore more cooperative in solving common problems, he reports.

### The in-between position

Robert B. Howsam and Edgar L. Morphet of the University of California recommend the in-between position.

Though they admit that specialization prevents school systems from placing people in areas where they are not qualified, thereby protecting all concerned, they feel that the greatest need of our times is for people who can comprehend a number of fields.

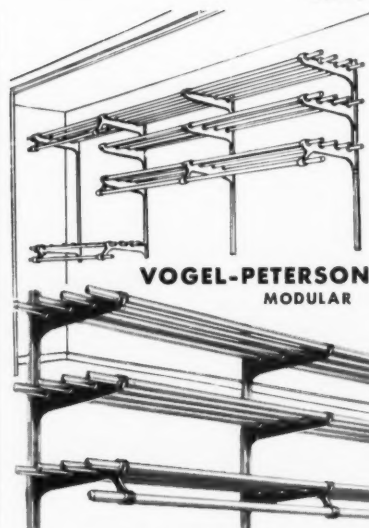
They approve specialization, therefore, on a limited basis, provided that the specialization is not a condition of state certification.

### U. S. Agencies Urge Schools Re-evaluate X-ray Programs

WASHINGTON—Three Federal agencies have recommended replacing compulsory X-ray programs with tuberculin tests as a means of detecting tuberculosis among students and teachers.

The recommendation was made by the Public Health Service, the Office of Education and the Children's Bureau, after a study was made by the Committee on Health of the School Age Child.

The Committee recommended that: case-finding programs be evaluated in light of current knowledge concerning prevalence of tuberculosis and effects of radiation; laws making X-ray examinations compulsory for students and school personnel be reviewed and modified; consideration be given to using tuberculin tests as initial screening devices; X-ray equipment be regularly checked and safeguards applied.



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MODULAR

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### Aluminum HAT and COAT RACKS

Tailored to fit any given wall area. Die cast aluminum brackets adjustable to exact centers . . . also adjustable as to height without removing from wall.

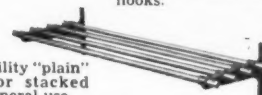
#### 3 BASIC SHELVES

1. Hat shelves with hanger bar for coat hangers.



2. Hat shelves with staggered cast aluminum coat hooks.

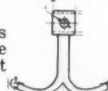
3. Hat or utility "plain" shelves for stacked tiers for general use.



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Brackets mount with standard fasteners directly on wall or in extruded slide mountings that permit easy change of heights.

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#### MODERN ANODIZED FINISHES

Tubing comes in clear, or gold color, deep etched anodized finishes . . . with closed ends. Cast aluminum brackets and hooks come in black, silver luster or brass hammertone finishes. All combinations available.

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Let our cloakroom and checkroom specialists suggest equipment requirements and efficient layout. Just send outline of available space, capacity desired and nature of load. No obligations, of course.

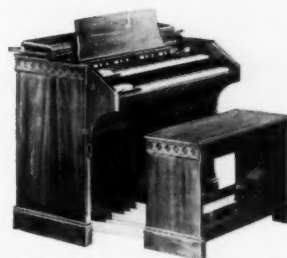
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## SPOTLIGHT

### School Progress Reports Enlist Community Support

The realization that community understanding is the foundation upon which a school system is built, and that it is the job of the superintendent of schools to see that this understanding is fostered, has inspired a number of progress reports from school systems around the country.

The board of education in Flint, Mich. has prepared a brochure to help students and citizens to become more thoroughly familiar with the financial aspects of its schools. Material for the issue was gathered, organized and written by members of the staff and is part of a board program called The Economics of Our Community.

A progress report relating to all major categories involved in the construction and administration of the schools in the East Baton Rouge

Parish, Baton Rouge, La. has been compiled from actual records of the school board.

Information relating to buildings, staff and goals is contained in the annual report of the school department of the city of Brockton, Mass. A yearly financial statement and a chart showing age and grade distribution of boys and girls in the Brockton school system is included.

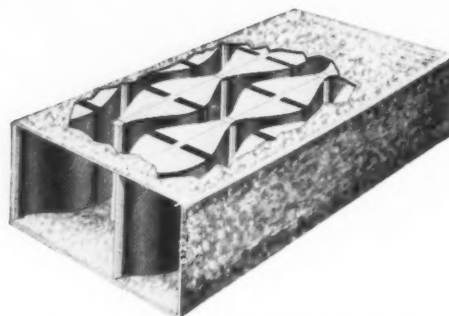
Pictures, graphs and charts showing the present and proposed physical needs of schools in Marion City, Ohio are included in an annual report from their board of education. The recommendations are based on a detailed study begun in September, 1957.

The first issue of the Citizen's School Notebook, published by the Cleveland Heights City School District, Cleveland Heights and University Heights, Ohio contains information relating to scholarships, fellowships, double shifts, gifted children, staff training and the school budget.

A pictorial report from the superintendent of the Ames Community School District, Ames, Iowa lets the community know how its tax dollar is spent and what problems it faces in financing its schools. Enrollment growths and classroom needs are charted and the school bonding problem is pointed up in this issue of the Ames Daily Tribune.

SE-248

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### School Library Inadequacy Underscored at Convention

SAN FRANCISCO—"Eighty-three percent of the elementary schools and 7 percent of the high schools have no school libraries, and in a large percentage of the remaining schools, inadequate or substandard facilities and services exist."

These facts were revealed by Mary Virginia Gaver, associate professor at Rutgers University Graduate School of Library Service and president of the American Library Association, at the ALA's 77th annual conference, held here recently.

Developing new standards for the nation's school libraries was in the forefront of interest at the conference. A revised publication of standards will be published by ALA.

THE SCHOOL EXECUTIVE



## SPOTLIGHT

## School Board Study Group Says Excel, Don't Imitate

CHARLOTTESVILLE, VA.—“It is imperative that we appraise our antagonist with a view, not of imitation, but of excelling her in the developing battle for the minds of men.”

This is the conclusion reached by a group authorized by the Executive Committee of the Virginia School Boards Association to make a study of previously little noticed reports on Russian education.

Until Sputnik went into orbit, the prevailing assumption was that everything American was superior to everything Russian, says the report. But now some people have jumped to the equally erroneous conclusion that everything Russian is superior to everything American.

In appraising Russian education, the Virginia group urges that we make these pertinent comparisons:

1. Only two avenues lead to individual prestige in Russia while in America there are many wide roads to success.

2. As a nation Russia spends about 7 percent of its national income on education while this country spends about 2.5 percent of its national income on public education.

3. The pay of Russian teachers is equal to that of practicing physicians while our teachers seldom earn as much as skilled workmen.

4. Approximately 25 percent of those who start the first grade in Russia are graduated from “high school” while approximately 60 percent of American youths who start the first grade are graduated from high school.

5. The objective of senior high schools in Russia seems to be to develop the best minds to the maximum of their capacity while in America it is to develop the minds of all pupils to the maximum.

*Educational Implications of Sputnik* is a publication of the Virginia School Boards Association, Peabody Hall, University of Virginia, Charlottesville, Va.

September, 1958



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Individual door operation, full recess opening, no obstructing hardware, rigid durable construction for years of easy, dependable operation.

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R-W offers a complete line of Wardrobes that combine modern styling, dependable, trouble-free operation and flexible adaptability . . . units that are backed by years of research, development and field experience. R-W Wardrobes are designed to economically meet the requirements of today's schools, and to fulfill these requirements for years to come. If you are planning a new school where you desire up-to-date clothing storage, you will find R-W Wardrobes are engineered to fit the job.

Your local R-W Sales Engineer would appreciate the opportunity of telling you about R-W Wardrobes . . . call him today or write to us for complete information.

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NOTE . . . R-W also manufactures a complete line of sound insulated folding partitions for gymnasiums, auditoriums and classrooms. Write today for complete information.

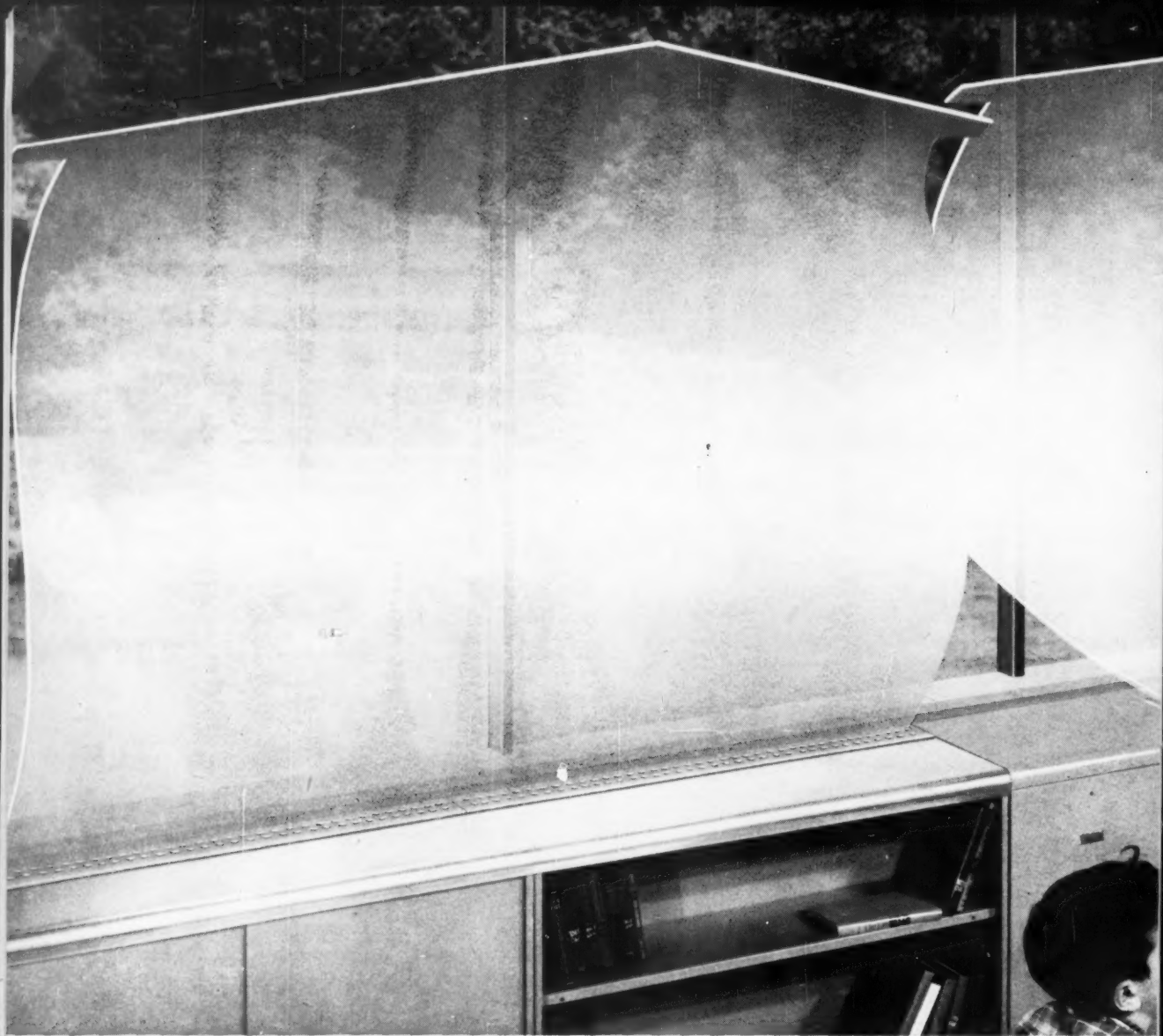
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# This moving wall stops classroom drafts

*Trane Unit Ventilator with Kinetic Draft Barrier  
ends window chill, wakes up every corner*

Modern schools with expansive walls of glass need modern methods of classroom ventilation to eliminate cold window downdrafts, to keep dead air from piling up in corners. The TRANE Unit Ventilator System with *Kinetic Draft Barrier* is solving these twin problems by stopping drafts with a moving wall of rising air—and by providing continuous air circulation that gently moves tempered air into every corner of the room, every moment of the day.

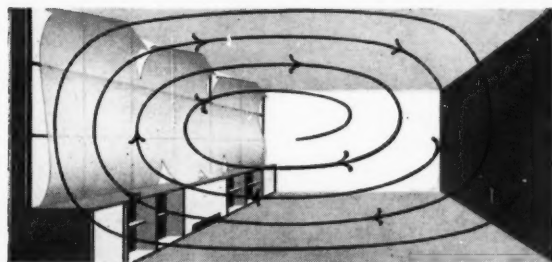
With this exclusive TRANE method of classroom ventilation, tempered air is gently forced from room-

wide outlets of the TRANE Unit Ventilator. Only the TRANE *Kinetic Draft Barrier* gives you this continuous . . . room-wide . . . powered ventilation! Ordinary systems, with on-again-off-again action, can allow dead, stale air to accumulate in the corners. And, when their action is "off" there are chills and downdrafts from the windows.

So for an ideal climate for learning, in every seat, all day long, turn to TRANE! Ask your architect, consulting engineer or contractor. Or write TRANE, La Crosse, Wisconsin.



of tempered air  
...ends stuffy corners



**TRANE Kinetic Draft Barrier** works like this: air is forced from the Unit Ventilator and from the room-wide outlets. This moving wall of air blocks out drafts, ends window chills. At the same time, it mixes with room air and gently, evenly circulates into every corner of the room.

*For any air condition, turn to*

# TRANE

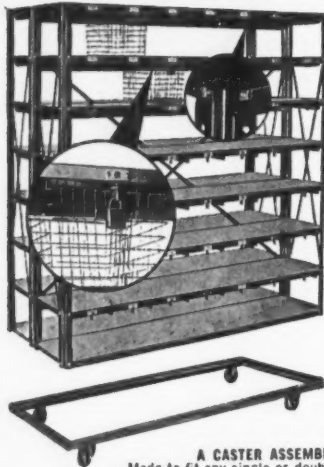
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## SPOTLIGHT

### Quote . . . Unquote

• "The great labor leader, Samuel Gompers, was once asked what American Labor wanted and his reply is probably the most eloquent speech he ever made. He answered the question with one word—'More.' If the question should be asked—'What is the popular demand upon the American education system today?'—the answer would surely be 'More.'"

—HOWARD F. CHRISTNER, SR., *Board of School Trustees, Elkhart, Ind., in a speech at the Region II meeting in Plymouth.*

• "It is no apology for our schools to say that they represent in their standards the values of the masses. Those educators who are waiting for parents and Congress to change before they change their methods are really reverting to the old slave-status of the pedagogue. Those educators

who are calling on their own resources to correct and improve education in defiance of the apathy of the public and the complacency of their own guild are the only men who now can rescue us."

—DONALD BARR, *assistant to the Dean of Columbia's School of Engineering, in an article in Columbia University Forum.*

• "October gave us the shock of Sputnik, but in April the Moiseyev dancers captivated New York, and in May Van Cliburn conquered Moscow. The delightful film of the Bolshoi Ballet is being shown across America and a visiting group of American educators has received warm hospitality behind the iron curtain. A handful of swallows doesn't make a summer, but even a single pair of lovely wings can sustain faith in the ultimate certainty of sunshine."

—JOHN H. FISCHER, *Superintendent of Public Instruction, Baltimore Public Schools, in the system's publication, Staff Newsletter.*

SE-252

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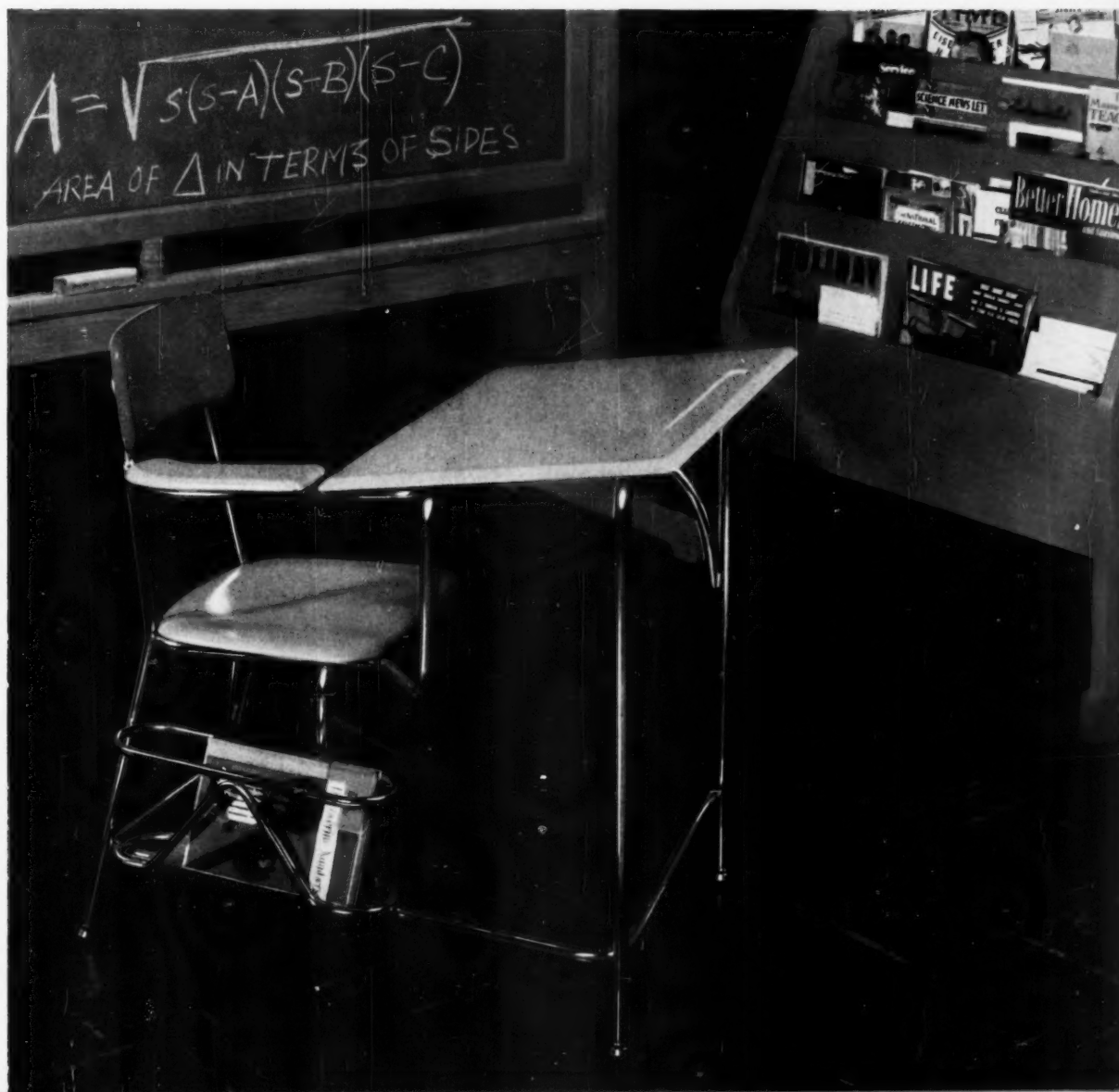
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Auditorium Chair  
tops for comfort  
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The TC 705 "Aristocrat," shown in the foreground, has been carefully designed to provide full comfort and lasting durability at a modest outlay. Like all Heywood-Wakefield auditorium chairs, it has all-steel aisle and center standards, steel hinges and back fastenings.

Thorough-going comfort is assured by the well-padded back, and the 16-coil spring seat of the TC 700 "Encore" shown in the rear.

All Heywood auditorium chairs are available with folding tablet arms which swing out of the way when not in use to permit easy ingress and egress. Whenever the auditorium must also serve as a lecture hall, this chair is a sound choice.



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Wakefield  
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## SPOTLIGHT

### Labor Department Stresses Need for Job Preparation

WASHINGTON—"It is the Nation's obligation to see that our young people have the opportunity to prepare themselves for necessary and satisfying employment in a world of rapid change."

This statement by James P. Mitchell, Secretary of Labor, prefaces a U. S. Department of Labor pamphlet called "Guidelines." The pamphlet urges parents, school officials, employers, placement workers, unions, government agencies and community groups to cooperate in promoting vocational training and constructive work experience for teenagers.

"Employers have a responsibility to cooperate with educators in giving young people opportunities for training in business and industry," it emphasizes.

A recruiting program worked out with high schools in the Parkway

West area of Pittsburgh provides an example of school-employer cooperation in vocational preparation. Five area schools there have provided Hagan Chemicals & Controls, Inc., with 23 secretarial candidates—all currently on the Hagan payroll.

Hagan first sent a representative to the schools to talk to general assemblies, senior business classes and interested groups of senior girls. The result was 200 applications.

Applicants were then interviewed and tested. Of the original 200 applicants, 23 were tentatively hired and put through an intensive one-week office training course, sponsored by Hagan.

Another program, sponsored by National Sales Executives, Inc., Cleveland, Ohio, provides vocational counselors to acquaint boys with the opportunities for sales careers in agri-business. The program is aimed at bringing into better balance the manpower needs of farm-oriented companies and the surplus of interested and trainable farm-reared young men.

SE-255

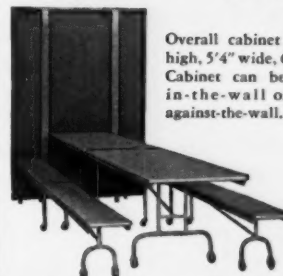


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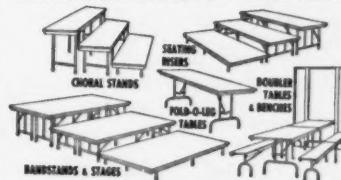
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The modern way to increase the use of gymnasiums, halls or classrooms.

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When you select a sound projector, demand more than just a machine for showing movies. Use as your standard the new Kodak Pageant, Model AV-085, at just \$439.\*

- 1. Easy setups**—No muss or fuss for you (or your students). Film path is printed on projector. Reel arms fold into place; drive belts are permanently attached. You're sure every show will be off to a good start.
- 2. Image brightness**—Don't settle for washed-out pictures, even in hard-to-darken rooms. Get the sparkle and details that the Pageant's Super-40 Shutter provides—40% more light than an ordinary shutter at sound speed.
- 3. Full range sound**—A speaker must be baffled to make the low tones fully audible throughout the room. The Pageant's NEW, compact 11 x 6-inch oval is baffled in an attractive case that forms the cover for your projector.
- 4. Permanent lubrication**—The most common cause of projector failures is improper oiling. You never have this difficulty with a lubricated-for-life Pageant. It's always ready to go when you are!
- 5. Rugged and compact**—Printed circuits in the new 8-watt

amplifier are rugged, help make this unit compact and easy to service. You can easily move it from room to room, set up to show almost anywhere.

- 6. Fidelity control**—This feature is important because a sound track can be on *either* side of a film. Only with a focusing control like the one on the new Pageant can you get the optimum sound, *no matter* which side the track is on.
- 7. Protection against wear**—The pulldown claw moves the film 28,800 times during a single showing of a 20-minute movie. A tungsten carbide tooth on the new Pageant makes this part virtually wearproof.
- 8. Grounded power cord**—New 3-wire cord (complete with adapter for 2-wire outlets) meets electrical codes in all locales.

This exceptionally fine projector is only \$439. Ask a nearby Kodak Audio-Visual Dealer to demonstrate the AV-085. Or, write for new Pageant booklet giving all the facts.

\*List price subject to change without notice.

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## SPOTLIGHT

## Teacher's Skill Determines Quality of Math Teaching

KEY FACTOR in the teaching of mathematics is still the teacher, according to evidence offered in a bulletin published recently by the U. S. Office of Education.

The 73-page report, entitled "Analysis of Research in the Teaching of Mathematics 1955 and 1956," summarizes recent studies made by doctoral degree candidates and college faculty members in colleges across the country.

"The various physical devices for teaching mathematics seem to make only a small contribution," the report states. "More important than the device is the skill of the teacher in using it."

The recent emphasis on getting better math students from high schools has inspired a number of programs aimed at finding out what's wrong with our math teaching and how we can improve it.

### What's wrong with our teachers?

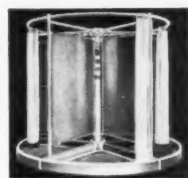
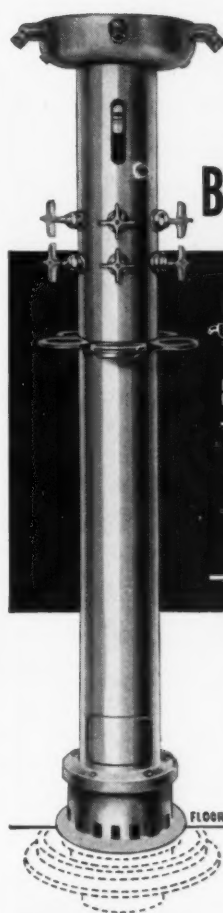
"Teachers are not as well trained as they should be," says Edward G. Begle, associate professor of mathematics at Yale. Dr. Begle heads a group of mathematics teachers working on ways to improve math teaching.

"They just haven't had the opportunity to take the proper subject-matter courses. And, on the whole, the textbooks that are available, we don't think much of."

### Training is expensive

Robert B. Davis, associate professor of mathematics and education at Syracuse University, says, "The high school teacher just doesn't have enough time for advanced study unless he is willing to abandon the classroom completely and dig into his own pocket for the dollars to pay his academic way."

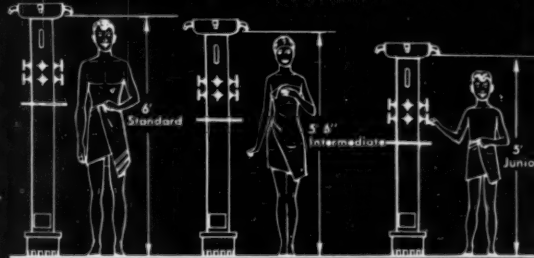
In an attempt to solve this problem, Syracuse University has launched a two-year pilot project that makes half-time scholars of 20 mathematics teachers from the Syra-



For greater privacy, panels separate the stalls and curtains furnished when desired.

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Thus for 5 showers, there is only *one* set of piping connections—not 5. Each Column has a large base casting securely located in floor serving both as anchor and drain.

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## BRADLEY multi-person SHOWERS

Distributed Through Plumbing Wholesalers



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## SPOTLIGHT

cuse area. The teachers teach mornings and attend Syracuse University classes afternoons.

The Sloan Foundation pays tuition fees and shares equally with cooperating school systems that portion of salaries paid teachers when they are not on the job.

### On company time

Another approach is taken in a

plan adopted by the superintendents of schools of the Metropolitan School Studies Council, affiliate of the Institute of Administrative Research of Teachers College, Columbia University.

"Some school administrators are beginning to realize that the problem of keeping teachers up-to-date is a school-system problem—a 'company' problem—and not solely the duty of the individual teacher, or to be paid for solely out of the teacher's pocket-

book," says William S. Vincent, Council executive secretary.

Working on this principle, schools in 70 communities in the metropolitan New York area bear the cost of training 600 high school mathematics teachers. The teachers get time off to learn the newer mathematics concepts, insuring the students up-to-date instruction.

## Indianapolis Schools Offer Early Start in Languages

INDIANAPOLIS—A foreign language program, proposed recently by the Indianapolis Public Schools, follows closely recommendations made in a report from the U. S. Office of Education.

The program outlined by the Indianapolis Public Schools offers a foreign language in the elementary schools to those pupils who want it and can handle it. The courses are non-credit but allow pupils who show enough knowledge of the language after taking the course to enter an advanced high school language class.

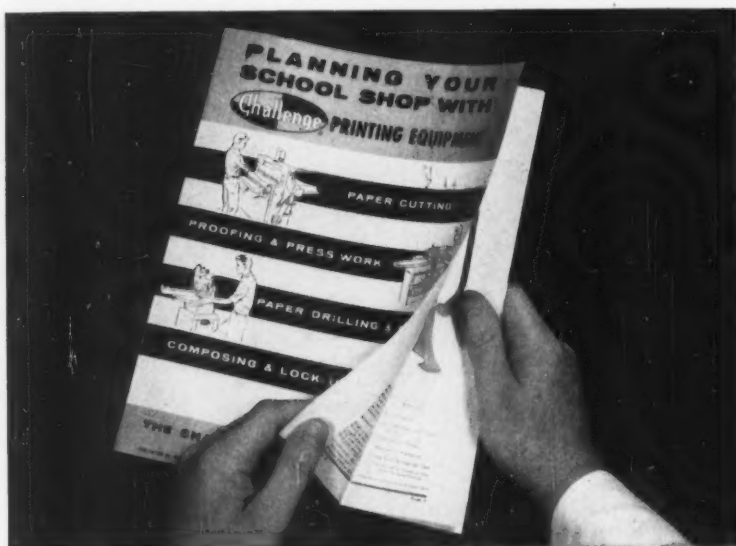
Policy governing the program as proposed will allow any student enrolled in the 7th or 8th grades of the junior high schools to enroll in either French or Spanish language class. There must, however, be continuity of program from the elementary school through the high school.

A recent report from the Office of Education asserted that a language actually should be studied a total of ten years, or through high school. The American school system should provide a program beginning with the third grade and extending through high school, it said.

The conference on which the report was based was called by the Office of Education last year to find ways to improve language teaching in the high schools. But the conferees concluded that language instruction should begin in the elementary school.

Major objective of the Indianapolis program is to teach the student to speak and understand the language under study. The "aural-oral" or "listen-speak" method of teaching will be used. (See Washington Scene, p. 16.)

SE-258



## NEW BOOKLET

### HELPS YOU PLAN AND IMPROVE YOUR SCHOOL PRINT SHOP

Here is a helpful aid to school supervisors, shop instructors, and others interested in planning new graphic arts departments or expanding present facilities.

This booklet provides a useful guide to the selection of the most practical paper cutting, proofing, paper drilling or punching, composition and lock-up equipment, and supplies for school print shop needs. Mail coupon for your free copy of this booklet.

SCH-101

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**New!** The AO School Vision Screening Test presents the basic Massachusetts Vision Test in a fast, efficient, new way. It shows, by simple "pass-fail" tests which children are likely to need a professional eye examination and subsequent visual care. You can even test very young school children... prevent years of error and frustration.

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**Easy-to-Use!** Complete, well illustrated manual contains brief, concise details on how to conduct the test. No special training necessary for the examiner. Built in transformer permits only 6 volts to reach the desk unit — protection for the examiner and student.

**Well Constructed!** Distance target washable, made of sturdy composition board. Built-in folding legs snap into position. Hand crafted hardwood cabinet, metal hinges and locks, quality optics, sturdy electrical components all guarantee years of service. Complete unit folds into compact carrying case with convenient handle. Dust and rain jacket included. Information at nearly 300 AO Offices or write

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INSTRUMENT DIVISION, BUFFALO 15, NEW YORK

## SPOTLIGHT

### Teacher Shortage Universal, World Conference Reveals

ROME, ITALY—The United States is not the only country with a teacher shortage, a recent world survey discloses.

The report was made public at the 7th annual conference of the World Confederation of the Teaching Profession, held here July 31–August 7. About 300 delegates from 55 nations attended the conference.

Educators admitted, in answer to a questionnaire, that 50 percent more teachers are needed everywhere to reduce classes to a size that will allow each child to receive an adequate education. A rising school population and low salaries were cited as the main reasons for the shortage.

Mathematics and science teachers, and teachers for beginners' classes are in greatest demand, the report showed.

Most of the countries reported that teachers were staying in their professions. It is more difficult to recruit them than to retain them, they said.

Forms of public support for education in the free world were also discussed at the conference. Delegates considered the economic aspects of public support and how it is given in various countries.

The 50 U. S. teachers and school administrators who attended the sessions came as NEA delegates. Heading the delegation was NEA president Lyman V. Ginger.

### Hughes Appointed Assistant To Lockport Superintendent

LOCKPORT, N. Y.—William Hughes, director of research for SCHOOL EXECUTIVE and *Educational Business*, has been named administrative assistant to Kenneth A. Fuller, superintendent of Lockport, N. Y. schools.

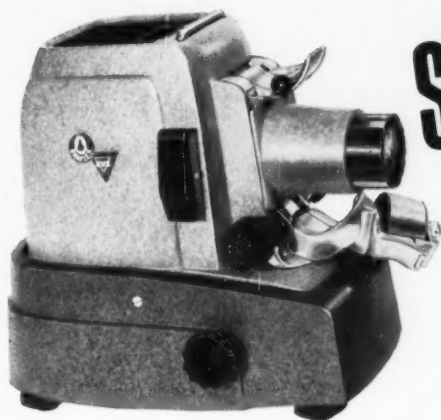
Mr. Hughes, graduate of Princeton University, taught at Pennsbury Schools in Levittown, Pa. prior to joining SCHOOL EXECUTIVE and *Educational Business*.



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GRAFLEX SVE

## SCHOOL MASTER



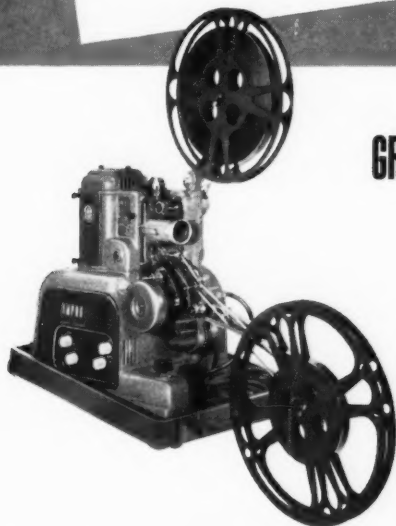
### Prices

School Master 750 (750-watt model—Cat. No. 3828) \$99.50;  
the 750 RC (750-watt model with remote control—Cat. No.  
3826) \$134.50; and the accessory Rewind Take-up (Cat. No.  
3880) shown attached in the illustration above is only \$7.50.  
The School Master 500 (500-watt model—Cat. No. 3809)  
\$84.50; and the 500 RC (500-watt model with remote control—  
Cat. No. 3808) is \$119.50. Both models accept accessory  
Rewind Take-up.

For filmstrip or slides, there's no finer classroom projector than the School Master. Specifically designed for educational use, these projectors utilize new Sylvania Tru-Focus lamps and a newly designed optical system to give a brilliance of screen image never before achieved! Visual material is always presented with maximum effectiveness and impact with a School Master!

Easy operation and simple design characterize these projectors. Filmstrips or slides may be projected interchangeably—and the change from one to the other may be made quickly and easily . . . without removing or adding parts.

Handy telescoping handle facilitates carrying from place to place. Framing and threading of filmstrips is simple and easy. The whole optical system removes as a unit for cleaning. Cooling is accomplished by a powerful 4-blade fan. Comes equipped with 5", f/3.5 color corrected and coated lens. Lenses in other focal lengths and f-values available.



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Designed for heavy usage, Super Stylist 16mm. sound Projectors have long been the major unit around which audio-visual programs are planned. These projectors are completely flexible—have both sound and silent speeds. They are easy to thread. Their triple-claw movement engages three film sprocket holes simultaneously permitting damaged film to go through easily and smoothly. Film gate and optics are easily accessible for cleaning. Film bearing surfaces "flame plated" for film protection and long life. Aspheric condenser lens. Interchangeable projection lenses. Jack for microphone or phonograph.

**Three Models:** Super Stylist 8 (Cat. No. 3970) has an 8-watt amplifier and 8" speaker. Super Stylist 10 (Cat. No. 3971) is equipped with a powerful 10-watt amplifier and 10" speaker. Super Stylist 12 (Cat. No. 3972) features a 10-watt amplifier and has separate case-mounted 12" speaker.

For additional information on School Master or Super Stylist Projectors and their accessories, write Dept. SE98, Graflex, Inc., Rochester 3, N.Y. A subsidiary of General Precision Equipment Corporation. Prices are subject to change without notice.

September, 1958

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- Horizontal masking control.
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1000 watt incandescent up to 9 times more light than other spots which employ the same light source, but which reduce spot size solely by iris.

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## SPOTLIGHT

### Wright to Plan Lab School For University of Wichita

WICHITA, KANS.—The world's foremost architect, Frank Lloyd Wright, will design a laboratory school and a campus home for the teacher training program of the University of Wichita, Wichita, Kans. it has been announced.

The unique research school, to be known as the University of Wichita Elementary School, will be used to develop and try out instructional procedures and materials for regular and specific classrooms. Findings and resources will be shared with the public schools.

The proposed college instructional facility, according to Jackson O. Powell, dean of the college of education, "provides in a rather conventional way for all the program appropriate to a teacher education department, and complements the beauty of the elementary school."

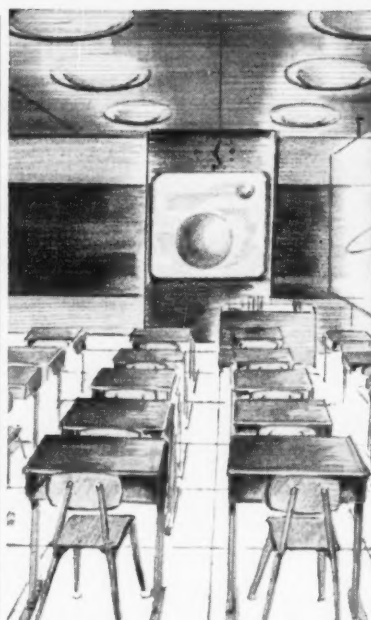
### Building Conference Focuses On "Roadblocks" in Design

NEW YORK—The concept of a school house as a series of boxes accommodating 25 to 30 pupils each is the major "roadblock" to advance in school plant design, according to Alvin C. Eurich, vice president, Ford Fund for the Advancement of Education.

Dr. Eurich spoke at the recent Tri-State School Buildings Conference, sponsored by New York University's School of Education. Over 400 people from Connecticut, New Jersey and New York attended the all-day affair.

Conference focus was on "break-throughs" and "roadblocks" in effective schoolhouse construction. The group noted approvingly the effect which worthy changes in educational programs have had on the character of buildings. New schools are more attractive in design and more functional in terms of educationally usable space, delegates were told.

Dr. Eurich also made mention of



modern classroom



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A complete selection of quality school furniture, in sizes and types for every school and grade. Modern design, modern colors and proved construction.

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DESKS, single and  
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For information write for Catalog 58.

ARLINGTON SEATING COMPANY  
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## SPOTLIGHT

the vast research program soon to be launched by Educational Facilities Laboratories, Inc. Supported by a \$4½ million grant from the Fund, and headed by Harold B. Gores of Massachusetts, formerly superintendent of the Newton schools, the project will concern itself with the "broad national problems" of educational plant design.

Citizens' committees were credited with successful school bond issues in communities across the nation. Henry Toy, president, National Citizens Council for Better Schools, told the conference that favorable referenda resulted in 90 percent of the cases which involved citizens' committees. Toy referred to a study of 3,000 board elections conducted three years ago.

But "roadblocks" or "points of uneasiness" dominated conference discussions. "Archaic tax structures" and "overburdened property taxes" were blamed for the current gap between need for facilities and actual construction.

"There is too much talk about dollars and too little concern with ideas to meet human needs through educational facilities," said Shirley Cooper in his summary address. Dr. Cooper is associate executive secretary of the AASA.

## Little Rock Integration Reinstated by Circuit Court

ST. LOUIS—As this issue goes to press, seven judges in the Eighth Circuit Court of Appeals have set aside a District Court decision suspending racial integration at Central High School in Little Rock, Ark.

The decision reversed the action taken by Judge Harry J. Lemley of Hope, Ark. directing that integration be suspended for two and a half years to provide a "peaceful interlude." The National Association for the Advancement of Colored People took the case to court, contending that Judge Lemley's decision placed a "premium on violence."

September, 1958



**SUDDENLY**  
*they respond...*

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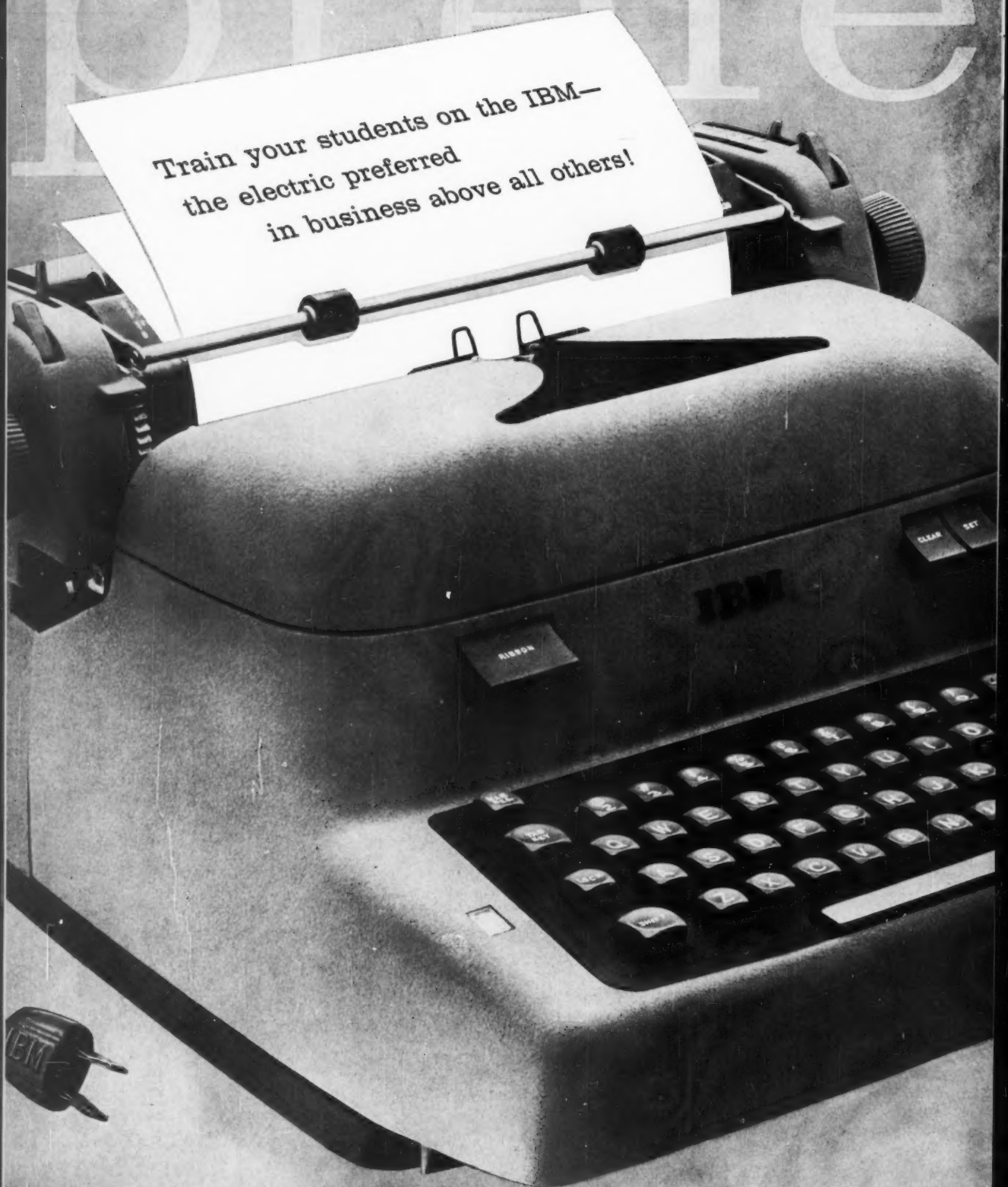
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## SPOTLIGHT

Lawyers for the school board argued that the Federal Government does not have the legal power to enforce compliance with the integration rulings of the court, and that without federal assistance, it is "legally absurd" to expect the board to do it.

The court struggle is expected to set the pace on integration of the South's public schools. The underlying question at issue was whether school integration could be delayed by local and school resistance.

Judge Lemley's decision to suspend integration at Central was made in answer to a plea from the Little Rock School Board. In his ruling, the Judge held that the board had shown that the violence, intimidation and tension growing out of the Negro students' presence in the school last year had caused a serious disruption of the educational process.

Lawyers for the NAACP petitioned the Circuit Court after the Supreme Court refused to review the case. In its order refusing the review, the high court strongly suggested that the case be reviewed by the Circuit Court before the next school term began in September. (See Washington Scene, p. 16)

## Courts in 7 States Tackle Problems of Desegregation

WHILE Little Rock, Ark. maintains its uncontested position in the headlines, Federal District judges struggle with the problems of implementing integration in seven other southern states.

### Louisiana

A U. S. District judge in New Orleans has declared unconstitutional a law that gives a special legislative committee the authority to reclassify a school as exclusively white or Negro. The Orleans Parish school board had claimed school classification was taken out of its hands by this law, enacted in 1956.

### Virginia

Representative Broyhill (R.-Va.)





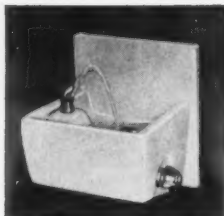
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## SPOTLIGHT

has proposed a conference between President Eisenhower and Virginia's Governor Almond on the integration problem here. Broyhill represents Arlington County, one of the school districts ordered integrated in September. Virginia has passed a law to close any public school that is integrated.

Meanwhile, the pupil assignment plan of the Norfolk School Board has been challenged in the Federal District Court. The plan sets requirements for assigning applicants to a school previously attended only by students of another race.

The requirements include academic tests, health and safety of the applicants, physical and moral fitness, place of residence, social adaptability, emotional adjustment and cultural background.

And in Prince Edward County, a tentative seven-year delay in desegregating public schools has been won. Judge Sterling Hutcheson of the Federal District Court said that the date for complying with a previous injunction ordering racial desegregation "with all possible speed" would be 1965.

### Florida

A Federal District court order has opened graduate schools in the University of Florida at Gainesville to qualified Negroes beginning this fall. No provision was made in the order for extending integration to undergraduate classes.

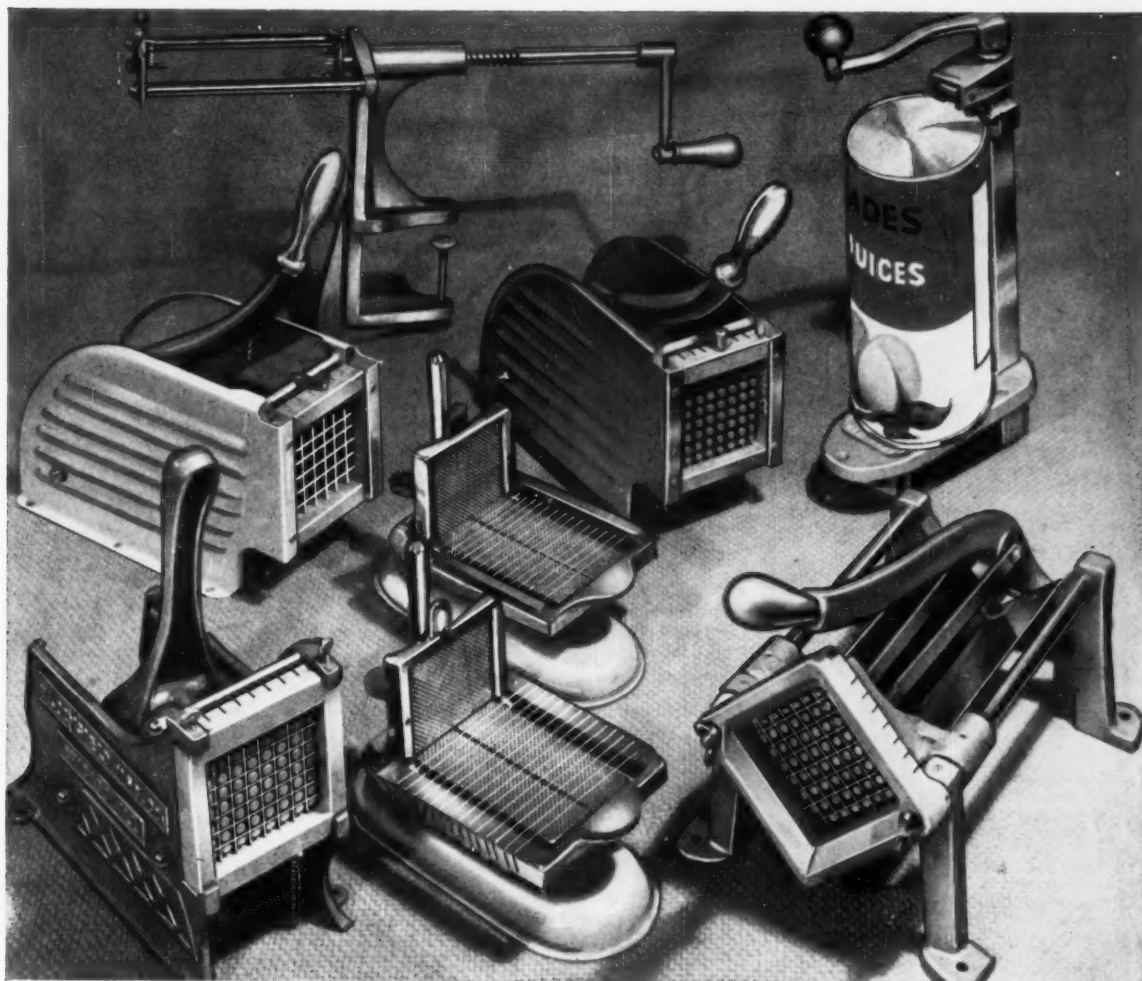
### Maryland

The Supreme Court has refused to review a plan for gradual desegregation of public schools in Hartford County here.

The plan calls for elimination of segregation in elementary schools in two years, and in high schools in five years. It also includes a provision allowing specially qualified Negro high school students to transfer before the 1963 deadline.

The NAACP requested the review, arguing that making Negro students take special aptitude tests for transfer before 1963 when white students





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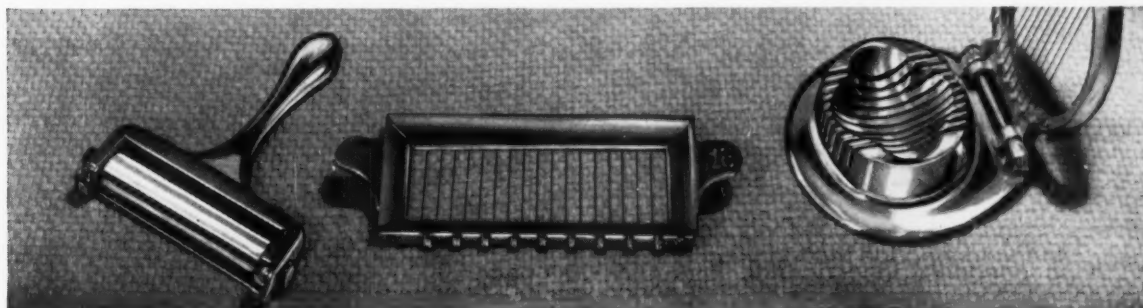
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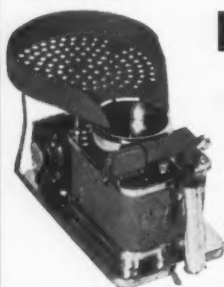


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## SPOTLIGHT

need not take them is patently discriminatory.

The Court's refusal to hear the case is consistent with its policy since school segregation was declared unconstitutional to let the lower courts handle the problems of implementation.

### Kentucky

The superintendent of schools in Louisville, Ky. told participants in lectures at Teachers College, Columbia University, recently that only eight of his city's 75 schools are still all-Negro after two years.

### Texas

The 141 public schools in Dallas will remain segregated during this school year due to a unanimous ruling by the school board that there shall be no alteration of the present segregated status of the schools for the academic year just starting.

The Dallas school system is caught

between a federal ruling, which requires integration with all possible speed, and a state law, which forbids school integration without a popular ballot.

### Tennessee

A federal judge has approved a Nashville school board desegregation plan whereby one grade a year is desegregated. The second grade has been desegregated this year. First grade classes were desegregated last fall and the third grade will be desegregated next year.

### Business Officials Examine School Finance Planning

PHILADELPHIA—The business manager of the future will understand the goals of education and be conversant with what his instructional associates are attempting to do. He will know his public relations and be a leader in the community.

This was the gist of the address

SE-272

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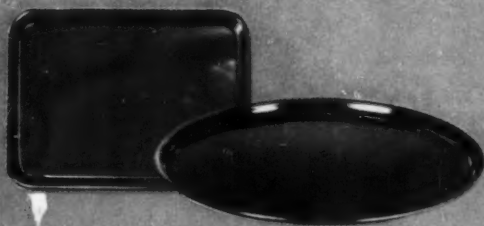
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*... Gay Colors  
whet the appetite*

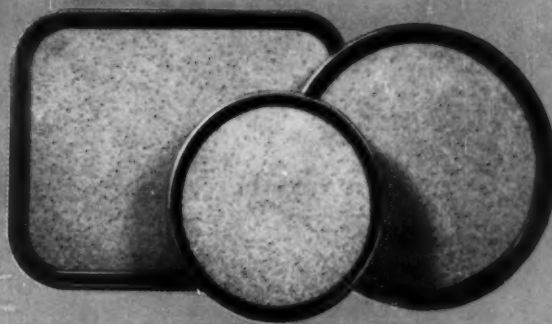
KYS-ITE Color-Craft molded plastic trays brighten mealtimes in restaurants and institutions. The beautiful patterns and colors are carried over both sides of the trays, and the edges are smooth and closed. The use of a variety of colors has proved popular, particularly in cafeterias, or you can order a single color to harmonize with the décor of your restaurant.

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to fill every need**



**REGULAR KYS-ITE® SERVING TRAYS**  
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for non-skid, safety service. 5 sizes  
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New shampoos containing "Ludox" *clean and treat* rugs against resoiling in just one application. "Ludox" fills microscopic fiber crevices... protects surface so dust and dry dirt don't cling. Dirt stays on surface for easy removal.

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Please send me the free booklet describing the advantages of using floor wax containing "Ludox."

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## SPOTLIGHT

by J. Harold Husband, president of the Association of School Business Officials. Husband was lead-off speaker at the managers' international workshop here at the University of Pennsylvania.

The conference was the second in a series originated in 1957 with the aim of improving the professional status of school business managers. It was sponsored by the University's School of Education, the Wharton School of Finance and Commerce and the ASBO.

Fifty-nine students from 20 states and four Canadian provinces attended the workshop to examine the problems of school finance planning, personnel and office management, food service, transportation and insurance.

Afternoon interest groups dealt with the administration of supplies and equipment, school accounting, personnel administration and school law. Evening meetings provided an

opportunity for a critical appraisal of school buildings.

Typical registrant at the conference was 42 years old, had eight years of experience—five of them in his present position—was earning \$8,000 a year and carried the title of business manager.

### Senate Votes School Bill; Waters Down Scholarships

WASHINGTON—A \$1,500,000,000 bill to aid science education has been adopted by the Senate. Scholarship provisions in the bill were watered down just before the final vote.

As adopted, the Senate bill provides: 23,000 scholarships annually averaging \$250 each; \$220 million in loans to college students; 5,500 fellowships; \$280 million in grants to states for laboratory equipment and \$20 million to improve state supervision; \$60 million in grants to states to improve guidance programs and \$28 million to teacher institutes for guidance training; \$29 million

SE-276

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### a NEW foam-cushioned bulletin board surfacing

- fresh, clean colors
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Bangor Cork Co. is prepared to make immediate deliveries on tackboard made of Armstrong's new Cushion-Eze surfacing. This material combines unusual cushion, good sound absorption, light weight and flexibility.

Cushion-Eze is backed with foam rubber, making it easy to insert and remove tacks. The acoustical properties are high enough to be taken into consideration in acoustical engineering, especially where Cushion-Eze is used on large wall areas. Bright, clean shades are available: Coppertone, Driftwood, and Mint. This material is unusually durable; repeated use of the same spot will not cause it to chip out or break down.

The new Cushion-Eze, as well as our regular Cork Bulletin Boards, are available in rolls 48" and 72" wide by approximately 90' long or cut to your given sizes.

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## SPOTLIGHT

in grants to teacher institutes for foreign language teaching; \$201.5 million in grants to teacher institutes for general education; \$35 million for research on better educational use of audio-visual aids; and \$80 million for vocational education programs.

The legislation now goes to conference with a \$900 million measure voted by the House of Representatives.

Included in the House bill are: \$300 million in loans to college students; 5,500 fellowships; \$240 million in grants to states for laboratory equipment and \$20 million to improve state supervision; all costs of teacher institutes in foreign languages and half the cost of setting up foreign language centers; \$60 million in grants to states to improve guidance programs; \$8 million for research on better educational use of audio-visual aids.

## CONFERENCE CALENDAR

### SEPTEMBER

**22-26, Natl. Council on Schoolhouse Construction.** At Seattle, Wash. Exec. secy: W. D. McClurkin, Peabody College, Nashville 4, Tenn.

**22-26, 40th Natl. Recreation Congress.** At Hotel Ambassador, Atlantic City. Secy: Willard B. Stone, Natl. Recreation Congress, 8 W. 8th St., New York 11, N.Y.

### OCTOBER

**5-9, Assn. of School Business Officials of the United States and Canada.** At New York City. Exec. secy: Charles W. Foster, ASBO Headquarters, 1010 Church St., Evanston, Ill.

**10-11, Dept. of Rural Education, NEA.** At Minneapolis. Exec. secy: Howard A. Dawson, NEA, 1201 16th St. NW, Washington 6, D.C.

**12-15, Division of County and Rural Area Superintendents, NEA.** At Minneapolis. Exec. secy: Howard A.

Dawson, NEA, 1201 16th St. NW, Washington 6, D.C.

**27-31, Amer. Public Health Assn., Inc.** At St. Louis. Exec. secy: Berwyn F. Mattison, 1790 Broadway, New York 19, NY.

### NOVEMBER

**6-7, Natl. Assn. of Public School Adult Education, NEA.** At Cincinnati.

**17-20, Amer. School Food Service Assn.** At Philadelphia. Exec. secy, P.O. Box 8811, Denver 10, Colo.

### JANUARY

**25-28, Natl. School Boards Assn.** At San Francisco.

### FEBRUARY

**7-11, Natl. Assn. Secondary School Principals, NEA.** At Philadelphia.

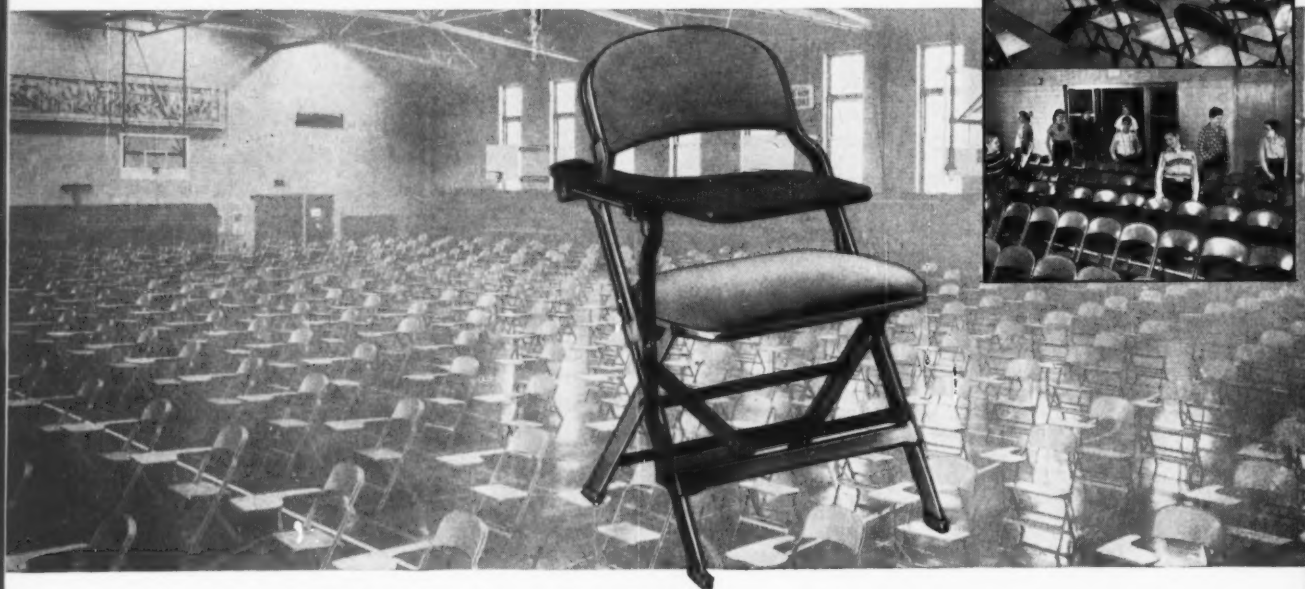
**14-19, Amer. Assn. of School Administrators, NEA.** At Atlantic City.

**28-March 4, Dept. of Elementary School Principals, NEA.** At Los Angeles.

SE-277

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*with the* **Finest Folding Chairs**



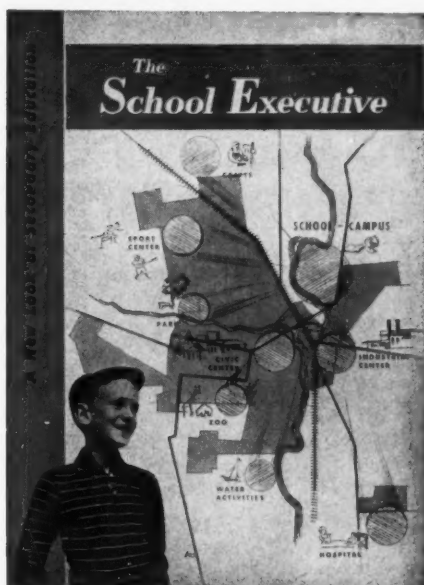
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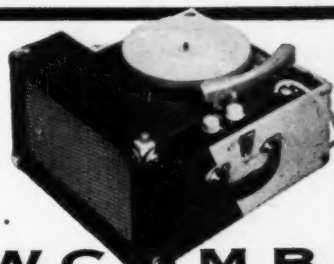


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SE-361

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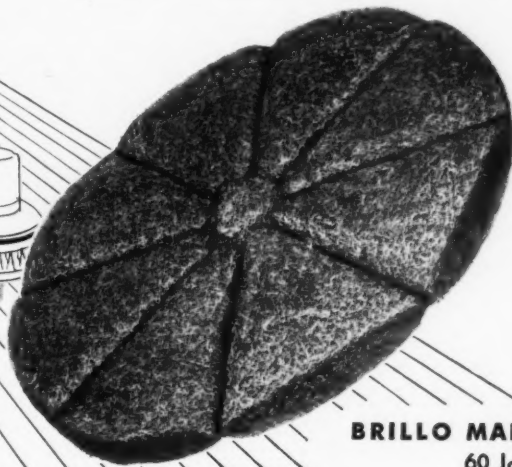
### Brillo Superweld enhances floor finish

Its metal fibers are cross-stranded in every direction... give a better cleaning and polishing action on all types of floors—aspalt, hardwood, linoleum or vinyl.

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Every Brillo Superweld Pad has powerful abrasive action—enables your machine to work rapidly—gives floors a higher gloss. You save time and money when you use the new Brillo Superweld Floor Pads. See your supplier, or write:



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# YOU AND MANAGEMENT

By Daniel R. Davies and Robert T. Livingston. New York: Harper & Bros. 1958. 272 pp.

The elements which form the common core of administration applicable to any field constitute the substance of this book. The ideas and facts presented are documented almost exclusively by references to research findings in the behavioral sciences or to writings in the field of business and industrial management. Managers, administrators, and executives are considered synonymous in their duties, attitudes and problems. What they are like, what they do, and how they relate to the groups with which they work are described in detail.

Although the book is aimed at a wider audience, school administrators on the job or in preparation will appreciate the popular treatment of the topic.

# COOPERATIVE PROCEDURES IN EDUCATION

By Edgar L. Morphet. Hong Kong: Hong Kong University Press. 1957. 31 pp. 40¢.

It is the thesis of this booklet that education is a cooperative process. Students, teachers, parents, and other lay people can best improve the educational program and school community relations through voluntary cooperation. Sixteen principles governing such cooperation are cited as necessary and desirable. When followed intelligently these principles can do much to improve the quality of education and of all of the community life.

# THE ADOLESCENT VIEWS HIMSELF

By Ruth Strang. New York: McGraw-Hill Book Company. 1957. 581 pp. \$7.95.

It is stimulating to read a psychology of adolescence with a fresh emphasis. In this volume Dr. Strang uses the

written reports of scores of teenagers from various parts of the country to stress the significance of the self-concept in the adolescent's approach to life and its problems.

After introductory chapters giving the adolescent's view of himself and his world, each of the important developmental tasks is presented, largely through the eyes of teenagers themselves. They tell us of their own keen awareness of these responsibilities and of the ways in which they feel their parents and teachers either hamper or help them in their climb toward adulthood.

The volume is written for all who share in the guidance of youth. Not only will its reading prove fascinating for the candid comments and often penetrating insights of the young people who are quoted, but for highlighting the adolescent's dissatisfactions with adult guidance and the kind of guidance he really wants and needs. Understanding adolescents involves a listening and perceptive attentiveness to what each is trying to tell us about the kind of person he is and the consequent role he feels he can play.

Only as we attempt to see him and his world through *his* eyes will the enigmas of his behavior begin to resolve and the kind of adult understanding for which he yearns, be forthcoming.

—CAMILLA M. LOW

*Professor of Education  
University of Wisconsin  
Madison*

# A LOOK AT CONTINUITY IN THE SCHOOL PROGRAM

1958 Yearbook, Association for Supervision and Curriculum Development. Washington, D. C.: The Association, 1958. 307 pp. \$4.00.

The Association's volume this year is a timely one, in view of the increased emphasis now placed on guidance. This book on articulation

deals with barriers and hindrances which hamper steady progress and which interrupt the desired continuity of learning experiences for children.

Part One deals with continuity as viewed through the eyes of approximately 3,000 children, representing eleven states. The reactions of these children, though by no means conclusive, are indicative of the articulation problems confronting pupils. The results, when used with caution, are revealing and pose fruitful lines for further exploration and indispensable clues to future action.

Part Two is devoted largely to the theoretical foundation of articulation and deals with continuity as affected by child growth and development, the learning process, educational objectives and curriculum content.

Part Three returns to the practical and explores a group of actual practices (by no means complete, but a fair sampling) designed to help children experience a desirable degree and type of continuity in school learnings.

Part Four looks toward improved articulation and indicates that plans for action on various fronts are essential. A final chapter presents a bibliography of materials on articulation, most of recent vintage.

—JAMES A. SENSENBAUGH  
*Superintendent of Schools  
Frederick, Maryland*

# Also noted . . .

## SOVIET EDUCATION

Edited by George L. Kline. New York: Columbia University Press. 1958. 192 pp. \$3.50.

Here is a book containing nine first-hand reports by former Soviet teachers and students who describe Soviet education in the 1920's, 1930's and 1940's from preschool through to the university level.



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Write for Bulletin #913.

## **PAMPHLETS OF INTEREST**

### **Administration**

*Something to Steer By*, compiled and published by the Committee for the Advancement of School Administration, American Association of School Administrators, 1201 16th Street, N. W., Washington 6, D. C., contains 35 statements by the Committee showing what they hope is on the horizon in the selection and training of school administrators. 12 pp.

*One Businessman to Another*, by William G. Werner, is a talk by the author given at the annual meeting of the Association of School Business Officials at New Orleans, October 22, 1957, and approaches the goal of better public understanding as it is faced by school business officials. Published by the Procter and Gamble Company, Cincinnati, Ohio. 20 pp.

*Staffing Schools for Essential Services*, compiled and published by the Educational Service Bureau, Department of Educational Administration, Temple University, and the Philadelphia Area School Study Council, Philadelphia 22, Pennsylvania, is the result of a research project by the Administrators' Seminar of the P.A.S.S.C. designed to answer: What kinds of services for children should the school provide, and what are the staff needs for these services? 20 pp. \$1.

*Your School and Staffing: Instructional Staff Administrator*, compiled by the Cooperative Development of Public School Administration in New York State, is one of a series of reports dealing with administrative staffing, this report presenting a concept of the instructional staff administrator now emerging in some of the schools of New York State. Available from New York State Teachers Association, 152 Washington Avenue, Albany 10, New York. 16 pp.

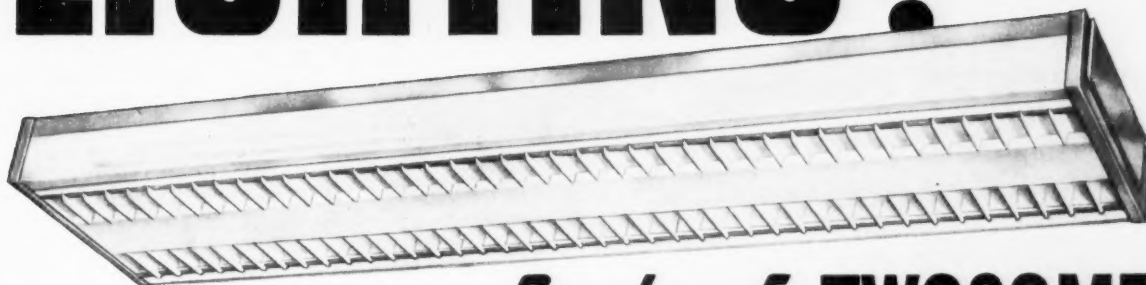
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## PAMPHLETS OF INTEREST

*An Appraisal of the Internship in Educational Administration*, edited by Clifford P. Hooker, is a study sponsored by the Cooperative Program in Educational Administration, Middle Atlantic Region, which evaluates the experimentation with and development of the internship in educational administration. Published by the Bureau of Publications, Teachers College,

Columbia University, New York City. 58 pp. \$1.

### Higher Education

*Interinstitutional Cooperation in Higher Education*, Merton W. Ertell, is a study of New York State's experiences in this endeavor, and includes descriptions of the cooperative relationships among 136 of the 157 colleges and universities in New York State. Published by the University of the State of New York, Albany, New York. 118 pp.

*Needs and Facilities in Higher Education in New York State*, very completely documented, is published by the University of the State of New York, Albany, New York. 124 pp.

*Comments on the Second Report to the President by the President's Committee on Education Beyond the High School*, by Beardsley Ruml, is published by The Fenn College Press, Cleveland, Ohio. 12 pp.

*Higher Education in a Decade of Decision*, is compiled by the Educational Policies Commission. 152 pp. \$2.\*

*Planning for College in New York State*, by Kenneth T. Doran, is written for the prospective college student, and gives much specific information about New York State colleges and their curriculums. Published by the State Education Department, University of the State of New York, Albany, New York. 81 pp.

*Higher Education Planning and Management Data, 1957-1958*, by W. Robert Bokelman, presents data and tables of salaries, fringe benefits, tuition and fees, and room and board at institutions throughout the country. The tables are compiled by geographic region, type of institution, and size of enrollment, but never is a specific institution identified. Circular No. 517.\* 102 pp. 60¢.

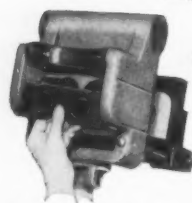
*Opening Enrollment in Higher Education Institutions, Fall, 1957*, by M. Clemens Johnson and Anne J. Fenton, is an annual circular issued by the Office of Education which gives opening enrollment data at institutions of higher education, based on information from card-questionnaires circularized last September. Circular No. 518.\* 48 pp. 40¢.

\* Available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

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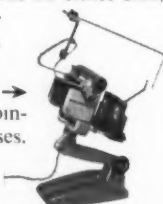
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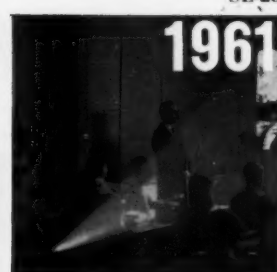
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## PAMPHLETS OF INTEREST

### Reports

*Rankings of the States*, edited by Beatrice Crump Lee, contains sets of statistics which can be used as general indicators of the educational qualities in one state as compared with those of another. Published by the Research Division of the National Education Association. 19 pp. 25¢.†

*The Community Approach to the*

*Leisure Problem*, by the American Association for Health, Physical Education, and Recreation, is a report of the National Conference on Education for Leisure, citing especially the role of the public school. 73 pp. \$1.†

*Administration of Public Laws 874 and 815* is the 7th Annual Report of the U. S. Commissioner of Education, June 30, 1957, which sum-

marizes program trends, recapitulates Congressional legislative changes, and provides statistical tables reflecting the program's accomplishments. 145 pp. 75¢.\*

*Report of the Commissioner of Education's Committee on Public Library Service—1957*, compiled and published by the University of the State of New York, The State Education Department, Albany, New York, reviews New York State's present library service and makes recommendations for its improvement and extension. 66 pp.

*Salary Schedule Maximums for Administrators and Supervisors, 1957-1958, Urban School Districts 100,000 and over in Population*, compiled and published by the Research Division of the National Education Association. 39 pp. 25¢.†

### Regional Studies

*Our Sophomore Year* is the annual report of the W. K. Kellogg Foundation on the second-phase operations of the New Mexico Cooperative Program in Educational Administration. Published by the New Mexico C.P.E.A., P.O. Box 999, Santa Fe, New Mexico. 32 pp.

*A School Testing Program for Ramapo Central School District No. 2, Spring Valley, New York*, is an evaluation of the district schools by a committee which sought to assess student needs, accomplishments, progress, and problems. Published by The All-Schools Test Committee of Teachers, Pupil Personnel Workers, and Administrators, Ramapo Central School District No. 2, 14 Church Street, Spring Valley, New York. 11 pp.

*The Community of Yonkers and Its Schools* discusses the findings and recommendations of the state's survey of the Yonkers school system. Published by the State Education Department, University of the State of New York, Albany, New York. 52 pp.

\* Available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

† Available from the National Education Association, 1201 16th Street, N.W., Washington, D. C.

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"We save a penny on every serving of milk, now that we have Stainless Steel dispensers," says Mrs. Edward Harris, Cafeteria Manager, Sam Smith Junior High School, Forrest City, Arkansas. "A half-pint used to cost us 5½¢ when we served in individual containers. Now that we have the dispensers, we can buy milk at the bulk price and it costs us only 4½¢ for a half-pint serving. The saving has enabled us to start a policy of 'all the milk you can drink at no extra charge.'



"Milk consumption has gone up about 25% since we got the Stainless Steel dispensers. Before, many students bought carbonated beverages to go with their lunch. Now they drink milk because the dispensers keep the milk cold and refreshing—the way they like it. These students are practical, too. They know they have a bargain in our 'all you can drink' policy."



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"Our kitchen looks a lot nicer now. It's a lot cleaner, too. We don't have racks of empty containers stacked around waiting for pick-up by the dairy. We have more room because we don't need refrigerated storage space for the milk. The dispensers are our storage space and self-service counter all in one. And they add to the appearance of the kitchen because they're Stainless Steel."

If you would like to have more information about Stainless Steel milk dispensers, write to United States Steel, 525 William Penn Place, Pittsburgh 30, Pa.

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## United States Steel



## SCHOOL LUNCH

Lunch employee sets up unlabeled, coded samples of several spaghetti brands (below). Then each product is tested for taste, quality and other factors (right). Canned pineapple is also tested in the same way (bottom).



## ***Cincinnati Tests Food Before Buying***

by **EVELYN LIPSKY**

General Service Dietitian  
Cincinnati Public Schools  
Cincinnati, Ohio



A FOOD TESTING PROGRAM HAS BEEN FUNCTIONING SUCCESSFULLY IN THE CINCINNATI PUBLIC SCHOOL SYSTEM since September 1957. Those involved believe it has helped secure the best quality food at the lowest possible prices.

Actually, the testing program is only one phase of a threefold program: food testing, managerial substitute work and in-service training. These three phases come under the jurisdiction of the Division of Food Services, supervised by the general service dietitian.

The responsibilities of the general service dietitian are threefold. First, she formulates and tests recipes for portion cost; determines the acceptability of the finished product by the students; and recommends changes in production procedure, portioning and pricing of menus in an effort to insure standardization of the quality and quantity of food items served in all the school lunchrooms. She is responsible for the testing of food samples submitted by purveyors for use in the school feeding program.

Secondly, the general service dietitian must substitute for the managers employed in the 16 junior and senior high school cafeterias of the city in the event of their absence.

Thirdly, the need for trained personnel in both the elementary and secondary school lunchrooms requires that an in-service training program be conducted for a number of lunchroom employees each year.

All three phases of the general service dietitian's position are impor-

## LUNCH

tant. However, the article will confine itself to the food testing program, the need for which became evident when the Division of Food Services' purchasing procedures were analyzed.

Purchasing with insight is a must in order to insure the buying of the highest quality food at the lowest possible cost. This can be done only

by examining the contents of packaged items. Many of the packers do not give the necessary information needed by the purchaser to enable him to buy with insight.

If a label reads "Sliced Fancy Pineapple," it means absolutely nothing. "Fancy" to one packer may be "substandard" to another. If the label reads "Sliced Pineapple, U. S. Grade A or U. S. Fancy," it means a great deal. The purchaser then

knows that this packer has met the government standards for Grade A, but the purchaser still does not know how the product compares regarding taste. A purchaser should know the net weight, drained weight, count, type of syrup and quality, as well as taste, in order to buy wisely.

In order to find out this information, a testing program, on an experimental basis, was started in the spring of 1957. The results of the food test were most revealing. Not only was a variation in quality quite apparent, but counts, drained weight, and density of syrups differed considerably from sample to sample.

One factor usually not included in the U. S. Department of Agriculture specifications' scoring system, which is too important to ignore, is taste. The experience of the testers proved that this factor, combined with price, became the deciding factors in determining the acceptability of the product for purchasing.

The experience gained in the spring of 1957 was invaluable in setting up the food testing program on a larger and more comprehensive basis. The Division of Food Services used the government specifications and score sheets as a basis for testing this year, but also included flavor.

Plans are underway to set up our own specifications, including flavor, which will better meet the division's particular needs. The government score sheet will continue to be used as the standard for determining grade. The approach will differ from last year because the testing program will be conducted on a much larger, more detailed and more scientific basis.

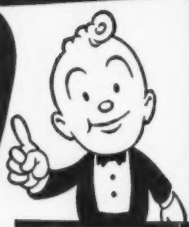
The general procedure is to send a letter to all interested purveyors indicating what is to be tested. The quality of merchandise, style, type, variety and size of container desired are also noted in this letter.

Before any cans or packages are cut, all identifying labels and marks are removed and a code number is assigned to each can. This is done by a member of the office of the director of the Division of Food Services. This person does not participate in the testing.

The general service dietitian is re-

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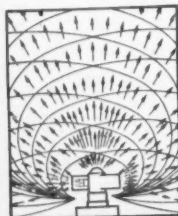
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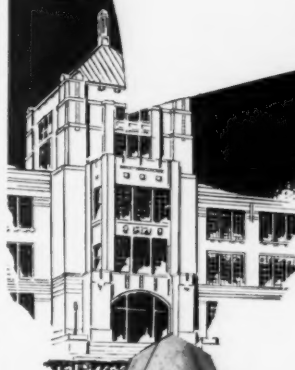
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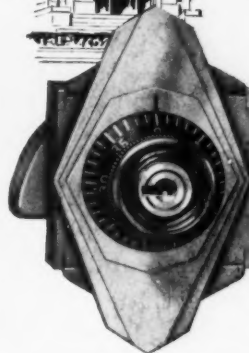
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HAMILTON MANUFACTURING COMPANY • TWO RIVERS, WISCONSIN

## LUNCH

sponsible for all can cutting and recording of scientific data. A panel, consisting of at least two dietitians, scores the product on quality and flavor. The general service dietitian takes this score and compiles this information with the scientific data to determine the composite score for each sample submitted. The sample with the highest rating is chosen the most desirable. The other samples are similarly rated and classified according to desirability for purchasing.

When all tests are completed and selections are made a letter is sent to each purveyor who submitted a sample, describing the results of the tests. The companies with top products are requested to submit bids.

The purveyors have accepted the program with enthusiasm and have been extremely cooperative in helping to develop this program. They are always welcome to witness the tests and participate in the taste panel.

Thus far this year the general service dietitian and taste panel have tested frozen portion-pack fish in one-, two- and four-ounce portions. The fish was tested for quality, flavor and the percent of fish flesh present in each serving. Canned and frozen vegetables, frozen portion-pack meat, canned fruit, soups and flavored gelatin were tested for quality and flavor. Portion-pack ready-to-serve foods, degreasing agents, soap, sauces and many other items were also tested.

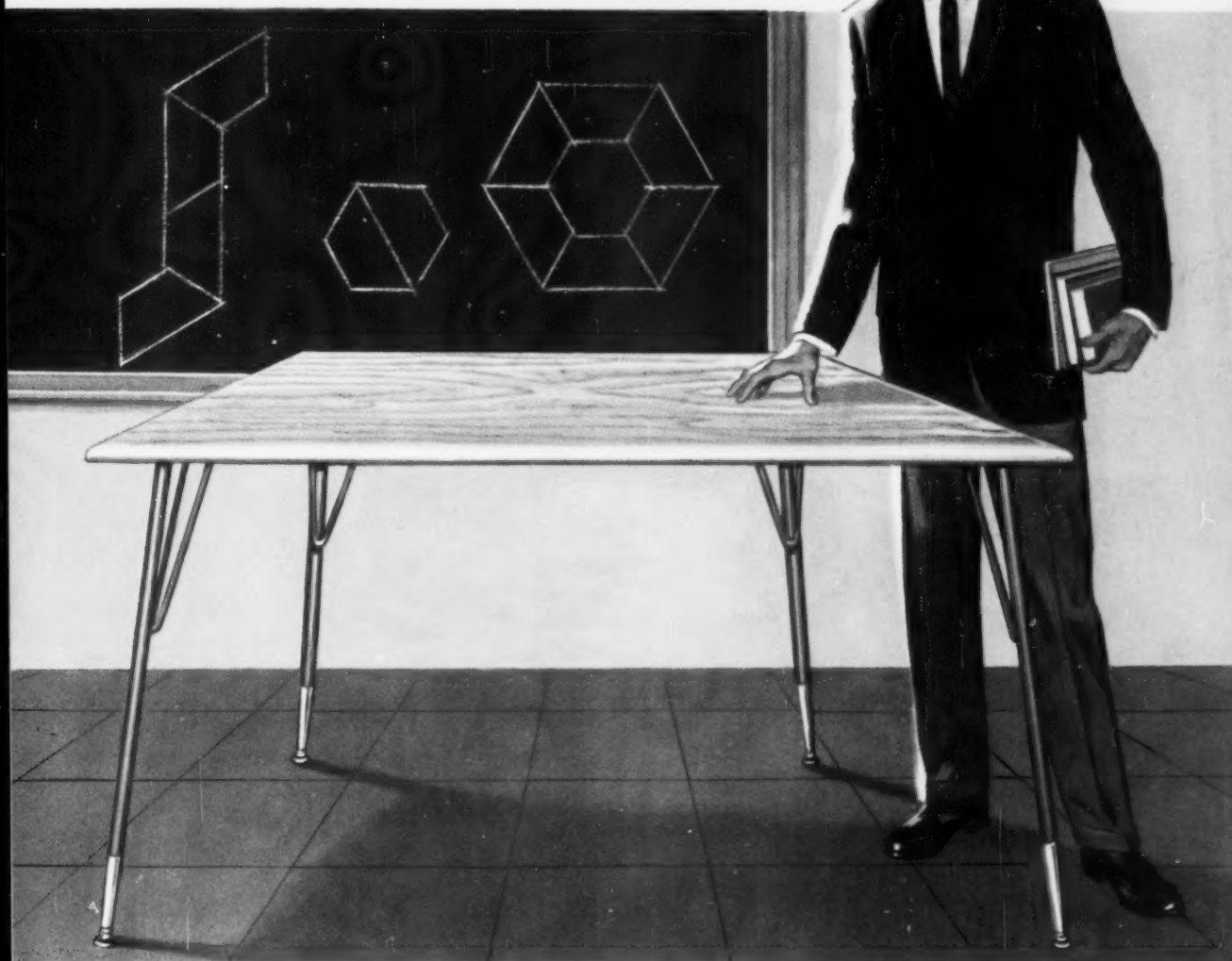
The procedure of testing before purchasing has proved invaluable for buying the best food at the lowest possible price. The testing, in effect, has equalized our purchasing, as not all companies carry all excellent, nor all poor, merchandise, and not all companies are always the highest or lowest bidders. We now buy from a greater number of companies and know that the schools are receiving top quality merchandise from all of them. The most important fact is that we now purchase with insight and knowledge, as we know what is in each container.

THE SCHOOL EXECUTIVE



# His place in tomorrow's society is our finest testimonial

*He's just discovered Euclid and the Samsonite **TRAPEZOID TABLE**  
that can be arranged in any geometric grouping*



**Samsonite**...foremost authority on contemporary  
seating design offers a new kind of classroom furniture  
that will influence the thinking of the entire industry.

*Be sure to see new Samsonite furniture...first...  
Then compare and decide. You owe it to him!*

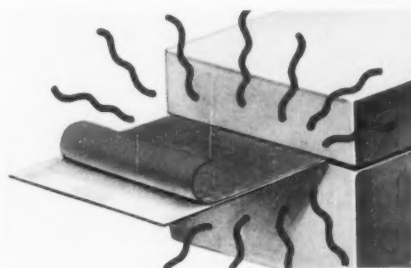
# Modern design...Versatility

## Exclusive

## SAMSONITE PLASTISHIELD



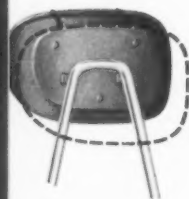
This is  
Samsonite's  
**STUDY DESK**  
that combines the  
best features of a desk  
and chair in one  
mobile unit.  
Desk is sealed to  
PlastiShield seat  
height. With  
book-box or book-rack.



This is  
Samsonite's  
**STUDENT DESK**  
that pairs off with the student chair.  
Can be used as desk or table.  
Available with open front book-boxes, or  
with lift lid and closed front book-box.



This is  
Samsonite's  
**PlastiShield  
STUDENT CHAIR**  
with exclusive compound-  
curve pivot-back support,  
extra-large contour seat.  
Carefully proportioned to  
assure less fatigue,  
more attention.  
Actually helps improve  
a student's posture.



**PIVOT BACK SUPPORT**—  
with swivel on two-point suspension.  
Cushioned contact points insure  
silent pivoting action.

1958—biggest school

OVERPOWERED

# Strength... surface...that's **Samsonite**

**This is  
Samsonite's  
TRAPEZOID  
TABLE**

that can be arranged  
in many geometric  
combinations.

As a single unit, it's a  
desk for two or three  
students. Two tables with  
the long sides flush  
together form an hexagonal  
"round" table with six  
well defined places for as  
many students.

**SAMSONITE  
COLORS**

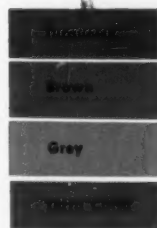
Turquoise

Brown

Grey

Terra Cotta

Samsonite colors  
transform a drab  
surrounding into a  
cheerful, vigorous  
classroom.



**LEG SPATS**—Tapered  
metal "spats" camouflage  
scuffs and mop-marks, glide  
silently, effortlessly. Provide  
clean contrast to frame color.

**TUBULAR STEEL CONSTRUCTION**—  
Adds strength without weight.  
Durable. Electrically welded.



**This is  
Samsonite's Single Pedestal  
TEACHER'S DESK**

equipped with spacious writing surface, roomy  
storage drawers, ample filing facilities.  
Durably constructed and equipped with swivel  
glides to facilitate easy movement within the room.  
Also available in double pedestal model.



**The Foster Junior High School** of Seattle, Wash.  
uses Samsonite furniture. In this classroom,  
30 students can sit comfortably—with plenty of  
aisle room—in Samsonite's mobile Tablet-Desk.

1958—biggest school  
enrollment ever!

# OVERCROWDED?

*You need Samsonite's exclusive*

## PlastiShield FOLDING CHAIR

Samsonite reaches into the future to bring you a completely different folding chair. Watch your classrooms instantly take on new elegance with Samsonite upholstered-look PlastiShield folding chairs. Choose from washable tan or grey monks-cloth patterns.



*...and Samsonite's original*  
**ALL-STEEL  
FOLDING CHAIR**

Because actual tests proved conclusively that Samsonite can withstand over 1,000 pounds without bending, buckling, or sagging an inch—Samsonite is acknowledged the world's strongest all-steel folding chair.



**Write Today** for your free Samsonite School Furniture catalogue. We'll send you Samsonite PlastiShield discs, so you can make the PlastiShield torture test yourself.

NAME \_\_\_\_\_  
POSITION \_\_\_\_\_  
SCHOOL \_\_\_\_\_  
SCHOOL DISTRICT \_\_\_\_\_  
ADDRESS \_\_\_\_\_  
CITY \_\_\_\_\_ ZONE \_\_\_\_\_ STATE \_\_\_\_\_  
SHWAYDER BROS., INC., Classroom Furniture  
Division, Detroit 29, Michigan.

# Samsonite

*Strongest  
lasts longest*



## NEW PRODUCT REVIEWS

### Brunswick-Balke-Collender

#### Markets Two New Products—Modern Teacher's Desk, Console

Modern styling is the keynote of the two new products just announced by BBC. The pedestal teacher's desk (SE-401) is styled like Swedish Modern and features a hammertone pattern in the plastic top. Also in keeping with



modern design, the desk features "X" frame legs to provide strength without cumbersome, "institutional-looking" under-structure. Available with either right or left pedestal (or both), the desk can be equipped with up to 3 drawers per pedestal. The file drawer operates on nylon rollers with full extension arms which will support up to 200 lbs. at full extension, yet moves easily with just finger-tip pressure.

A 47½" x 29" x 22" mobile cabinet compactly houses the streamlined Audio

Console (SE-402). It is designed to serve multi-purpose duty as a public address system, record player, audio-visual aid, and listening center. This unit offers superior sound reproduction in kindergartens, classrooms, cafeterias, libraries, gymnasiums and auditoriums for such diverse activities as speech correction, typing, music appreciation, language lessons, band instrument training and dance parties.



The Console features a Califone transcription player, twin 8" extended range concert speakers, a hand microphone, tape recorder storage accommodation, Stroboscope 16, 33½, 45 and 78 rpm speed selector and twin head sets as standard accessories.

BRUNSWICK-BALKE-COLLENDER Co., 623 S. Wabash Ave., Chicago 5, Ill.

### Blackboards

SE-404

#### Have Varied Uses



A unique blackboard has just been developed which is not only superior in write-ability but also lends itself to numerous applications unknown to the old slate and composition products.

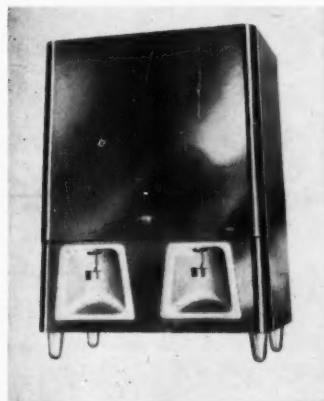
These porcelain enameled steel boards are produced under the trade name Korok by the Enamel Products Co. of Cleveland. Here a glass frit is sprayed on the special analysis steel. At temperatures of approximately 1500°F., the glass frit fuses with USS Vitrenamel, a special steel developed by the U.S. Steel Corp., which is particularly well suited for porcelain enameling and firing. This enameled sheet then becomes the outside of a sandwich build-up of a 1" plywood board plus a galvanized steel sheet backing.

This all-purpose board can be suspended on rollers and used as sliding closet doors and room partitions. The chalkboards can be used for graphic demonstrations by merely attaching cut-outs to the steel boards with tiny magnets. Thanks to a special adhesive paste, these steel chalkboards can be used to replace worn-out boards by simply cutting to size and placing directly over the old surface.

ENAMEL PRODUCTS Co., Cleveland, Ohio.

#### Milk Dispenser—Serves Cold, Clean Milk Without Waste

SE-403



Every drop of milk in the Monitor MF Milk Dispenser is continuously kept under refrigeration within an easily selected range. This dispenser also saves the time of the server, prevents waste of milk and improves sanitation. Its one-hand, spring-actuated flow control enables a child to hold a tray in one hand while drawing milk with the other hand. It shuts off instantly without drip when pressure is removed.

Cleaning is easy—its plastic dispensing section is instantly removable, without tools, and is washed like a dish.

MONITOR DISPENSER Co., INC., 192 Bright St., Jersey City 2, N.J.

For more information . . .

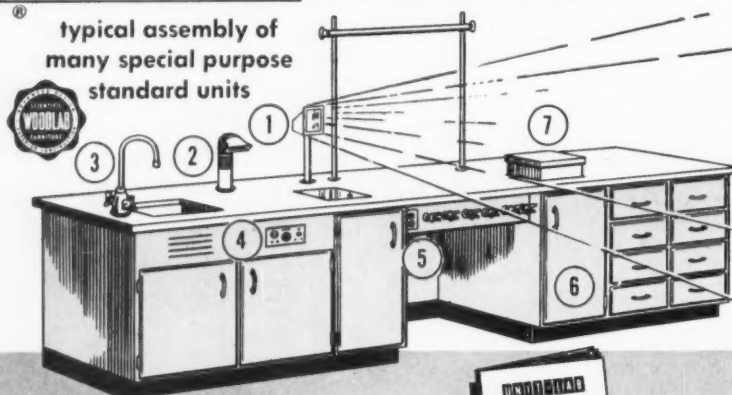
about products in this section, circle the corresponding SE number on the business reply card on the last page and mail to us.

# UNIT-LAB a new concept in wood-lab equipment for modern teaching in schools and universities

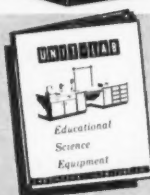
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DEMONSTRATION CENTER

® typical assembly of many special purpose standard units



- 1 LAB-VU PROJECTOR
- 2 HIGH VELOCITY FUME EXHAUST
- 3 ACID RESISTING SINK
- 4 LAB-ELECTRIC CONTROL (AC-DC)
- 5 CENTRALIZED SERVICE PANEL
- 6 STORAGE CABINET
- 7 APPARATUS ELEVATOR



It's EASY to SEE...

**UNIT-LAB**

gives you more exclusive features... more flexibility... and more of everything at lowest cost!



Write for UNIT-LAB Catalog

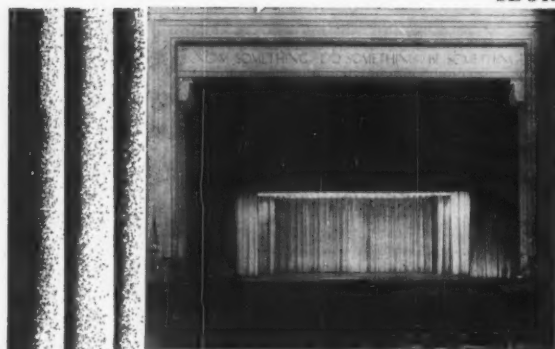
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COMPANY INC.**

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MINEOLA, LONG ISLAND, NEW YORK, PHONE: PIONEER 2-3600

SE-348



For Staging that's...  
**VERSATILE, ECONOMICAL, DRAMATIC**  
**Consult Pittsburgh**

Let us design a modern, dramatic stage setting that can be quickly and easily adapted to your every need.

TRACK • LIGHTS  
HARDWARE  
RIGGING

CURTAINS  
DRAPERIES  
FLATS  
DROPS

Our Curved Cyclorama Track converts your stage to any size area you need — or clears the stage for use as a gymnasium.

WRITE TODAY for free consultation or additional information.

**Pittsburgh Stage Inc.**

2705 No. Charles St.

Dept. SE-9

Pittsburgh 14, Penna.

SE-349

## Teacher Shortage ? Large Classes

Advanced teaching methods now call for use of film transparencies for classroom projection. Instructors can handle larger classes, imparting factual knowledge faster, clearer, easier and with more lasting effect.



The new KwikKopy "Transparency Maker" produces low-cost, sharp film transparencies, easily and quickly for classroom projection. It makes transparencies from all types of originals, including paste-ups and pages from bound

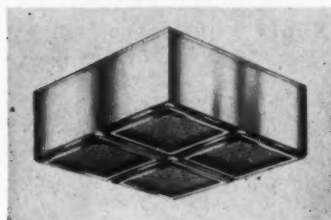
books. It also furnishes permanent paper copies of transcripts and other documents. It operates in brightly lighted rooms.

Write for further information and details

**KWIK KOPY CO.** — Department 11A

608 S. Dearborn Street,  
CHICAGO 5, ILLINOIS

**Incandescents SE-405**  
**For Gymnasium, Auditorium**  
**Requirements**



A complete new line of incandescent and mercury-vapor lamp luminaires for use in gymnasiums, auditoriums, and other applications has been introduced by The Edwin F. Guth Co. Featured are these new multiple units to serve the lighting requirements of multi-purpose gymnasiums which may also be used as play areas, auditoriums, TV exhibitions or for other activities. Single, double, triple, or quadruple fixtures permit numerous variations in lighting intensities for correct illumination, whatever the activity.

Luminaires are also available in both pendant and recessed types for high-bay or low-bay installations with 100% downlight or 15% uplight, and in round and square surface mounted units.

THE EDWIN F. GUTH CO., 2615 Washington Blvd., St. Louis 3, Mo.

**Hand Dryer SE-406**  
**Reduces Hand Drying Time**



A more efficient automatic hand dryer for school restrooms has been made possible by the use of a new electric motor developed by the G.E. Corp. in cooperation with World Dryer Corp. This specially designed motor induces a 20% increase in the hot air flow produced by the hand dryer.

The streamlined motor design allows

air to move directly and smoothly to the high speed fan. The motor is 1/10 hp, operates at 7500 rpm and is available for either 110 or 220 volt AC. World Dryers may also be obtained for 115 volt DC current.

The air moving across the heating element is heated to 140°F at room temperature and an automatic circuit breaker prevents over-heating. The dryer, actuated by a push button, operates for 30 seconds, and shuts off automatically.

WORLD DRYER CORP., 616 W. Adams, Chicago, Ill.

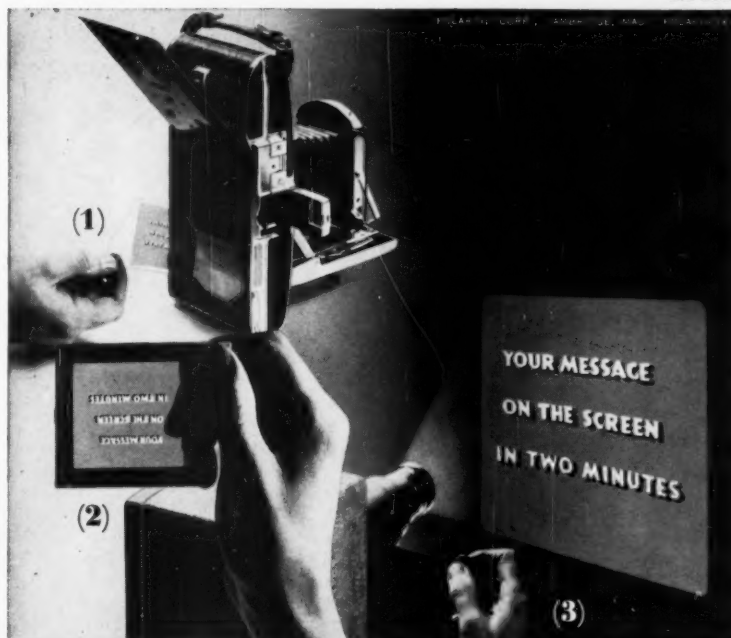
**Pre-Treated Sweeping Mop SE-407**  
**Comes All Ready for Use**

When you remove the Majestic Pre-Treated Sweeping Mop from its polyethylene bag it is all ready to use. Just the right amount of Velva-Sheen Mop Dressing has already been added. You simply secure the handle firmly in the block and start to sweep.

Washing is never necessary with the Velva-Sheen treated mop. It is a simple matter to re-treat the mop with additional Velva-Sheen at intervals.

THE MAJESTIC WAX CO., Denver 2, Colo.

SE-358A



(1) Snap it... see it! (2) Slip it into a mount, and (3) project it as big as you want.

**Polaroid Corporation Announces**

**QUICK, EASY WAY TO MAKE SLIDES**

Now with a standard Polaroid Land Camera, you can make slides in a classroom or lab, and project them immediately.

Polaroid Corporation has perfected a film which produces black-and-white slides right in a regular Polaroid Land Camera. Just click the shutter and two minutes later you have a slide ready for projection.

These slides cost about 1/2 as much as conventional slides. But the real saving is in the time and effort that it takes to put any picture on the screen.

The complete system includes the standard Polaroid Land Camera, the film, mounts, projector, plus a versatile Copymaker that lets you make slides from any textbook, existing photograph, charts, graphs and titles. You can speed teaching by making slides of laboratory setups, students in action, and on field trips. Test material can even be projected in lighted classrooms during exams.

Send in this coupon for detailed information, plus a case history of how one teacher uses these new on-the-spot slides.

**Polaroid Corporation**  
**Dept. SEP - Cambridge 39, Mass.**  
 Please send me detailed information on the new Polaroid transparency system.

NAME \_\_\_\_\_  
 POSITION \_\_\_\_\_  
 SCHOOL \_\_\_\_\_  
 ADDRESS \_\_\_\_\_  
 CITY \_\_\_\_\_ STATE \_\_\_\_\_

Two sizes are available—2 1/4 x 2 1/4, and 3 1/4 x 4 for use in existing "lantern slide" projectors.

### Mounting Press

SE-408

#### Dry Mounts Materials in 5 Seconds

The new Seal Educator Dry Mounting Press makes it possible to mount clippings, magazine papers, pictures, maps, etc. in just five seconds, without paste and water. The press is so simple that even a child can operate it and turn out perfect mounted materials.

The dry mounting materials for use with the press are available in a large assortment of cut sheet and roll sizes at a very nominal cost.

SEAL, INC., Shelton, Conn.

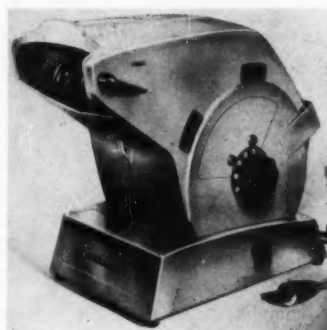
### Vision Tester

SE-409

#### In Two Models—Manual and Electric

The Titmus Vision Tester measures visual skills and quickly identifies individuals requiring eye correction. Any number and variety of test slides, up to 12, can be mounted on the single drum for either "far" or "near" visual performance testing. The test slides can be positioned instantly and precisely by rotating the drum electrically with the press of a button, or manually by a twist of a knob.

The test slides can be interchanged



easily, thus permitting special tests for specific purposes. The slides are protected by glass for permanence and ease of cleaning.

Since the unit weighs less than 17 lbs., it is easily transported.

TITMUS OPTICAL CO., INC., Petersburg, Va.

SE-294

## For School Playgrounds



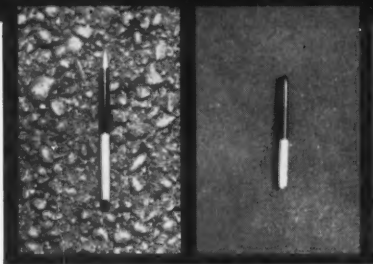
It's "Fun Unlimited" for the kids on Walk-Top surfaced playgrounds.

**WALK-TOP surfaces**  
are real Life Savers\*



*Here's Why:*  
**WALK-TOP®**  
*Surfaces are:*

Non-Abrasive • Fast Draining  
True Plane • Smooth Textured  
Resilient • Wear-Resistant  
Easy to Maintain • Economical



Compare: smooth, Walk-Top with rough, "road-type" pavement; then **Choose** the surface you want for your playground!

Now proved on millions of square feet of play areas from coast to coast, Walk-Top is unequalled for safety, performance, appearance, and overall economy. Ahead of new playground construction or resurfacing of existing pavements, call our nearest office for complete information.

\*By permission of Beech-Nut Life Savers, Inc., for candies



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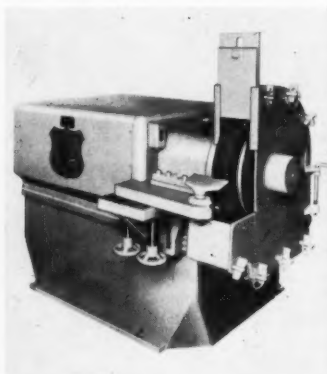
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Oakland 1, Calif.  
Inglewood, Calif.  
San Juan 23, P. R.

BITUMULS® Emulsified Asphalts • CHEVRON® Paving Asphalts • LAYKOLD® Asphalt Specialties

### Snagging Grinder

SE-410

#### Is Hydraulically Driven



Gears, belts, and adjustable pulley drives are eliminated in the new hydraulically driven snagging grinder Model 61HVS. The hydraulic drive is operated by a totally enclosed fan cooled ball bearing motor working a hydraulic pump which moves the fluid contained in the grinder base through the hydraulic motor. This provides constant hp, constant peripheral speed and automatic wheel wear adjustment which results in increased production, longer wheel life and lower maintenance costs.

An automatic speed changer is furnished with this model. Spindle speed is increased automatically through a safety interlock speed changer which sizes the correct rpm speed with the wheel diameter each time the grinder is stopped.

Available for 220, 440 or 550 volts; 60 cycle; 2 or 3 phase AC.

THE UNITED STATES ELECTRICAL TOOL Co., Llewellyn St., Cincinnati 23, Ohio.

THE SCHOOL EXECUTIVE

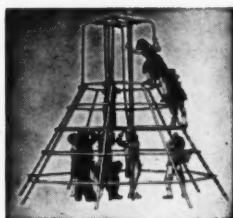


# B IS FOR *Burke* SAFEST OF ALL!



## SPACE-SAVER SLIDE

All the fun of other slides yet JUST  $\frac{1}{4}$  THE SPACE. An ingenious all-metal design of utmost safety and low upkeep. Stainless steel bedway. Other parts finished with baked enamel in bright colors.



## THE "CLIMB-AROUND"

So safe! So stable! AND such a variety of climbing fun! Can't tip—even without concrete footing. Sides sloped for SAFETY. All edges rounded for SAFETY. Supported for SAFETY with Burke's unique interlocking clamps.

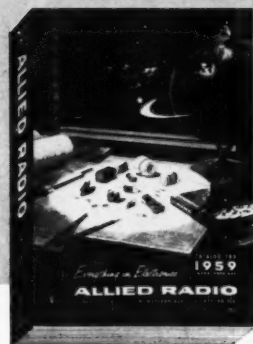
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**FREE catalog**



John J. Duggan Junior High School,  
Springfield, Mass.

perfect  
performance

**Hampden Public Seating!**

Whatever your specific needs, Hampden builds a chair that does the job best. Wherever people meet, in schools, churches, offices, — Hampden "extras" give you high quality plus high fashion at very low cost. For detailed information on the most complete line of adult and juvenile folding furniture write today direct.



Easthampton, Massachusetts  
Department HS-12

Distributors throughout the United States

**Electric Scoreboard SE-411**  
**Portable Unit Weighs 16 Lbs.**

The S-500 Sportsmaster electric scoreboard is designed especially for all intramural contests—indoors or outdoors. Large gymnasiums, where more than one court is normally used at the same time, can now be economically equipped with a scoreboard for each court. New plastic lenses give greater visibility; the S-500 is easily read at acute or sharp angles and at distances up to 200 feet.

While designed chiefly for scoring intramural contests, the S-500 is also ideal for varsity scrimmage sessions, eliminat-

ing the need for using the large board, and for use in conjunction with large scoreboards to register individual and accumulative team fouls during varsity play.

THE M. D. BROWN CO., 2207 Lake St., Niles, Mich.

**Public Address System SE-412**  
**Weighs Only 3 Lbs.**

Marking a new advance in electronic miniaturization, the Ranger transistorized completely portable public address megaphone is powered by six self con-



tained, easily replaceable flashlight batteries. The unit weighs only 3 lbs. and is equipped with a pistol grip for one-hand operation. It is instantly ready for use whenever the trigger switch is pressed.

Music directors participating in entertainment at athletic events, such as football games, track meets, etc. can direct activities and be heard over crowd noise. The Ranger is ideal for crowd control and all noisy areas for it projects the voice of authority wherever it is required. It is durable, weatherproof and extremely reliable. A special volume control determines the distance to which a person can project his voice and eliminates feedback.

ANTREX CORP., 856 N. Rockwell St., Chicago 22, Ill.

**Drop-Head Typing Desk SE-413**  
**Converts Instantly from Flat-Top Unit**



The Hide-A-Way Typewriter Desk conceals and protects the typewriter against dirt, dust, and accidental scuffing or kicking when the machine is not in use.

Construction is rugged; the combination of steel understructure and durable Fibersin solid plastic top provides a substantial unit that withstands hard service. Typing sounds are at a minimum as the typewriter is mounted on a 3/4" solid plywood platform finished with a plastic molding on the exposed edges.

Dimensions: 38" long, 26 1/2" wide, 30" high.

SMITH SYSTEM MFG. CO., 212 Ontario St., S.E., Minneapolis 14, Minn.

**NOW *LuXout*® LIGHT CONTROL DRAPERIES**  
**ARE AVAILABLE IN ATTRACTIVE PRINT DESIGNS**



Add beauty and warmth to any room with LuXout Light Control draperies... and in seconds, convert it into an audio visual room.

*LuXout, the pioneer in the light control field again leads the way by offering draperies in vinyl prints that are:*

- Now available in translucent, opaque, plus the exclusive "Dim-Out" materials
- Permanently flame resistant
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- Fade proof
- Fabricated with the exclusive "GREEK KEY" seam for extra durability
- Custom designed in a wide assortment of sizes, colors and designs
- Lower in cost than most other forms of light control

Free brochure and color samples available on request.  
**Contact**

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 INCORPORATED

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# NOW! POSTURE SEATING FOR SCHOOL USE!

- Standard School Colors
- Instantly Adjustable
- Tubular Design



## No. 114 School Posture Chair

Here's the answer to a crying need for typing class seating—an inexpensive posture chair with all the adjustments of those used in business. Because the height adjusts instantaneously from 14" to 20"; and the seat pivots on a lifetime swivel, there are no slow-downs while the class prepares for work. The back adjusts up and down, in and out. Yes, the 114 is comfortable, yet built to "take it!"

**Productive School Seating  
DESIGNED TO STAND ABUSE!**



**DEPENDABLE MFG. CO.**  
2407 Fort Crook Road, Bellevue, Nebraska

SE-300

# No. 1 in America's Schools!

STAINLESS  
STEEL  
CASE

Key  
Controlled  
School's  
master key  
opens every  
locker.



# Master COMBINATION PADLOCKS

**No. 1525**—Thousands of combinations, with 3-number dialing, protect the student—yet only one school-owned master key opens every locker.

**No. 1500**—Same as No. 1525, but without key-control.

**FREE**—4 page folder with complete information on both No. 1525 and No. 1500. Write today to Dept. 8.

Master Lock Company, Milwaukee 45, Wis. World's Largest Padlock Manufacturers

**modern schools  
require modern  
REFRIGERATORS**



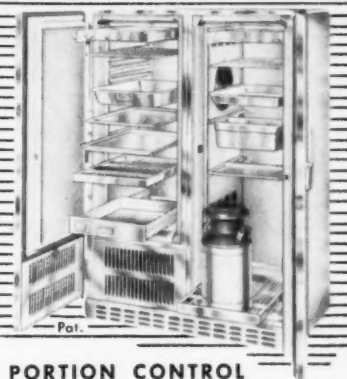
the **MORRIS E. LEEDS**  
JUNIOR HIGH SCHOOL  
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has installed

# VIMCO® ALL-METAL REFRIGERATORS

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MORE  
USEABLE  
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GIVEN AREA

INTERIORS  
YOU CAN  
CHANGE IN  
MINUTES—  
without tools



Excellent for **PORTION CONTROL  
FOOD DISTRIBUTION**

Easily adjustable shelves, pans and trays can be relocated anywhere to fit your exact food storage requirements.

Nation-wide, more schools are installing modern Vimco® refrigerators because they are specially designed for today's needs with interior adaptability that meets your daily changing food storage requirements. There is a model for every need, a size for every use and a price for every budget. We invite your careful comparison.

Sold only through  
Selected Franchise Dealers

**FREE!**

COLORFUL  
CATALOG  
ON  
REQUEST

**VICTORY**  
METAL MANUFACTURING CORPORATION  
PLYMOUTH MEETING, PENNA. • Phone: TAYlor 8-5000

## Floor Machine SE-414 With New Soap Solution Tank

The built-in water-channel on every Kent floor machine permits the installation of a solution tank at any time. This system minimizes the bother with buckets and mops and affords thorough cleaning of small areas.

When the solution tank is used with a water pick-up vacuum cleaner as a team, it affords fast thorough cleaning of traffic areas. Use of the Kent solution tank will also minimize splashing of furniture and baseboards.

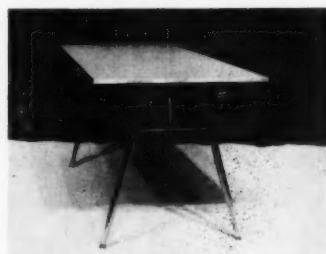


The tank, with a capacity of 2½–3½ gallons, has a filter-screen preventing clogging of the drain valve, which can

be removed for cleaning. It also has a brass drain-off valve for unused solution and a safety lock that prevents tampering.

THE KENT CO., INC., Rome, N.Y.

## Folding Tables SE-415 With Legs of Steel Tubing

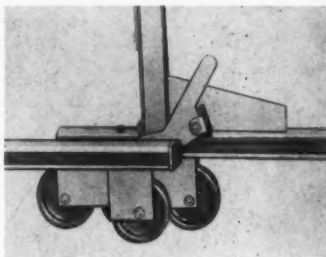


Metwood's new folding table is most attractive in appearance, as well as practical. The top is 1/16" Panelite Plastic Laminate, glued to solid A-B Grade Fir Plywood. The legs are made of 1/4" Tapered Steel Tubing, chrome plated, and equipped with riveted steel braces that fit solidly into automatic lock.

There is no chance that the table can collapse; an automatic positive lock secures it. The leg is constructed so that there is no knee interference when seated at sides or ends. The tables may be stacked or stored in minimum space.

METWOOD MFG. CO., INC., Spruce St. at Penna. R.R., Hanover, Pa.

## Roll-Out Gym Seats SE-416 Have Positive Locking Device



A new locking device further increases the safety of Hussey's Roll-Out Gym Seats. This device is simply a pressed metal gravity latch which is located on both ends of each tier. As the stand is opened this latch automatically locks each tier into position.

To close the stand, the key is turned in the front skirt board lock to release the first tier. As the first tier rolls back it releases the latch of each successive tier, allowing complete closing.

HUSSEY MFG. CO., INC., Auburn, Maine.

SE-302

*Monomers*

*Polymers*

*Isocyanates*

*Polysulfides*

*Elastomers*

*Epoxies*

*Acrylics*

*Polyesters*

These are the terms of modern paint technology

From the laboratories of TREMCO, new and better products are emerging. An important one is TREMSEAL, a completely new, entirely different, amazingly superior seal for wood and concrete floors.

An Exciting **New** Development in Floor Seals

# TREMSEAL

FOR WOOD AND CONCRETE FLOORS

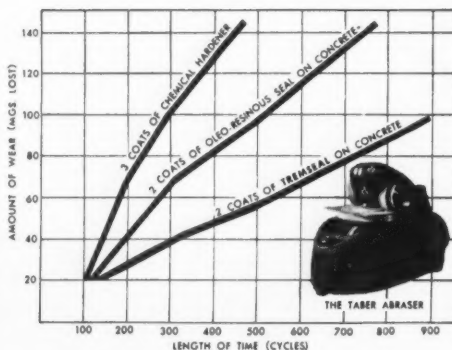
- ★ WEARS TWICE AS LONG AS CONVENTIONAL SEALS
- ★ MORE DURABLE—MORE ATTRACTIVE
- ★ 3 HOUR DRY

TREMSEAL is a "synthetic elastomer". It dries faster, wears longer and looks better than any floor seal you have ever seen. For proof, ask your Tremco Man for a sample, or write The Tremco Manufacturing Company, 8701 Kinsman Road, Cleveland 4, Ohio.

*This test conducted in the presence of, and certified by Cosma Testing Laboratories, an independent laboratory. The Taber Abraser (lower right) was used on identical concrete test panels treated as shown. Note TREMSEAL's obvious superiority in abrasion resistance.*

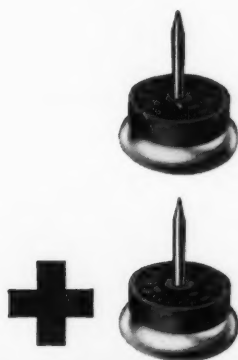
## TREMCO

PRODUCTS AND METHODS FOR BUILDING  
MAINTENANCE & CONSTRUCTION





SE-303



## QUIET

Bassick glides slide smoothly on nickel-plated hardened heavy-gauge steel bases. In each metal cup is a thick resilient pad of live rubber that cushions out all noise. They protect floors and make it easy to move chairs, tables and desks. Work equally well on concrete, wood or composition floors. Types for wood and metal furniture. Try them soon. **THE BASSICK COMPANY**, Bridgeport 5, Conn. In Canada: Belleville, Ont.

B. 54



**Bassick**  
SYMBOL OF EXCELLENCE  
MAKING MORE KINDS OF CASTERS... MAKING CASTERS DO MORE

SE-304



### Would you pay \$100.00 for good turf on your football field?

The Renovatore and \$100.00 worth of seed and fertilizer will restore turf on a football field.

Opens up and cultivates the root zone and sub-soil, gets air, moisture and fertilizer where it will make grass grow. Used by hundreds of schools. Send for catalog today.

**ROLCOR Industries**

1108 Nicollet Ave. Minneapolis 3, Minn.  
SOIL AERATING MACHINES • POWER ROLLERS • TRANSMISSIONS  
September, 1958

SE-305

### Incomparable Comfort

- Large, comfortable, contour shaped seats — 15½" wide x 16" deep
- Deep, curved, correct posture backrests for full back support
- Ample hip room between side frames
- Extra thick foam rubber cushioned seat on No. 103 upholstered model



NO. 101



NO. 102

### You get MORE when you insist on KRUEGER TUBULAR STEEL CHAIRS

- MORE STYLES IN EVERY PRICE RANGE
- MORE STRUCTURAL FEATURES OF IMPORTANCE
- MORE SEATING VALUE FOR YOUR DOLLAR



NO. 103

### Safety Engineered

- Safety folding hinges prevent finger pinching
- No sharp edges — all are fully roll-beaded to prevent injury
- Non-tipping Y-type design permits unbalanced sitting — well forward or far back on seat
- Chairs cannot accidentally collapse

### Built to Last for Years

- Heavy 18-gauge electrically seam welded tubular frames
- Built-up seat-spacers for stronger pivot rod weight bearing points
- Tubular leg stretchers and frame braces — solid pivot rods
- L-shaped steel cross brace beneath seat for added support



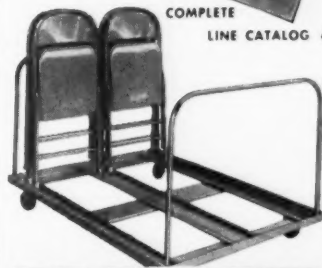
NO. 81



NO. 82

WRITE FOR NEW  
GENERAL

COMPLETE  
LINE CATALOG



### Demountable

#### CHAIR TRUCKS

Seven standard sizes hold both X-type channel or Y-type tubular chairs — upright or horizontal. Regular or under-stage models. Demountable ends and exclusive channel frames permit stacking empty trucks one on the other.

**KRUEGER**  
METAL PRODUCTS • GREEN BAY • WISCONSIN

### Miniature Tape Recorder SE-417 *Is Transistorized*

A tiny tape recorder about the size of a man's hand and requiring no external power source is now being marketed under the name Phono-Trix. Entirely portable, the unit is transistorized and weighs only 4 lbs. It is powered by four standard flashlight batteries and uses standard recording tape and standard 3" reels which give 70 minutes of recording. Continuously variable tape speeds from 1" to 8" per second and fast rewind are additional features.



Phono-Trix has a built-in automatic volume control which takes over only during recording. The manual volume control can be adjusted on playback to

suit the situation and the 3" loudspeaker can fill a room with sound.

Phono-Trix measures  $3\frac{1}{2}'' \times 4'' \times 6\frac{1}{2}''$  in size. Battery life is 50 hours.

MICHIGAN ELECTRONICS, INC., 854 N. Rockwell St., Chicago 22, Ill.

### Floor Covering SE-418 *Is Non-Slip Textured Surface*



Called Scotch-Tred Resilient Non-Slip Floor Covering, this new material has the additional advantages of being spark-proof and flame-resistant, long-wearing and resistant to chemicals, paints and solvents and pressure-sensitive for easy application.

The material is flexible enough to be used on stairs in a continuous strip; yet durable enough to give years of service in busy lobbies or reception rooms. Wherever people are in danger of slipping and falling—on walks or in corridors, on stairs; in locker rooms, showers; kitchens; shops; laboratories; Scotch-Tred provides both traction and comfort. Available in beige, black and gray.

MINNESOTA MINING & MFG. CO., Dept. F8-227, 900 Bush St., St. Paul 6, Minn.

SE-306



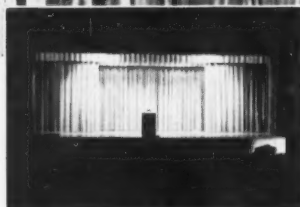
This intricate arrangement of lights, drapes, spare sets and counterweights presented many special problems solved by Clancy engineers in designing and installing this modern stage.

## CLANCY'S 75 Years of Stage Engineering

For over 75 years Clancy has specialized in the design and installation of mechanical components for every type and size stage. Today, Clancy's stage engineers are a prime source of the backstage know-how you need to assist you in practical stage design.

Many school architects and administrators consult Clancy engineers before

their plans reach the drawing board. Clancy's stage engineering—from preliminary drawing to final installation—can help you achieve a stage tailored to your requirements with a real economy of construction and operation. On your next theater or auditorium project, consult Clancy first. No obligation, of course.



Linton High School, Schenectady, N. Y. Architect: Perkins and Will, Chicago

Write for the FREE Folder, How to Build a Modern Stage and answers to stage planning questions.

CREATORS OF FAMOUS STAGES FOR THE ENTERTAINMENT CAPITALS OF THE WORLD

**J.R. Clancy, Inc.**  
Stage Consultants and Manufacturers  
1020 WEST BELDEN AVENUE  
SYRACUSE 4, N. Y.

### Utility Carts SE-419 *Made of Stainless Steel*

The Imperial line of stainless steel utility carts consists of four models all of 18 gauge stainless steel reinforced at every point of stress. Models 721 (two shelves) and 722 (three shelves) have a shelf size of 18" by 27". Models 742 and 744 have a shelf size of 21" by 33", and an overall size of 22" x 39" x 37".

The carts are engineered for perfect balance and ease of handling, even over roughest floors. The front wheels are 8" in diameter; the back caster wheels 5". Both are constructed with extra heavy wheel bearings for longevity and smooth gliding.

LAKESIDE MFG. CO., 1977 S. Allis St., Milwaukee, Wis.



TUBULAR STEEL

# Folding Chair



**Comfortable, Strong,  
Good-Looking and Low in Cost**

Unequaled in value, this handsome chair is surprisingly inexpensive, is contoured for maximum comfort and built extra strong to last and last, even with rough treatment. Comes in 3 baked-on-enamel colors.

Even standing on edge won't tilt chair!

Write for details!

**CAROLINA METAL PRODUCTS CO.**

Division of  
National Metal Products Co.  
2222 SOUTH BLVD. • CHARLOTTE 3, N. C.

SE-308

**Right At Your Finger Tips  
A Plastic Binding Kit  
For Scrapbooks and Albums**



(Illustration of  
two hole kit)

**\$11.90**

3 HOLE KIT — \$16.90

4 HOLE KIT — 29.90



Exciting new do-it-yourself binding kit, simple enough for a child to operate. Just insert the pages and punch, then pick a colorful binding tube from the spin dial base, snap into place and in seconds you have a real professional-looking colorful volume.

write for free booklet to department SE-9

**TAUBER PLASTICS, INC.**

200 Hudson St., N. Y. 13, N. Y.  
Call Worth 4-5621

**Your old, used floor machine or  
vac is worth big money if you...**



**TRADE-IT-NOW  
FOR A NEW ADVANCE!**



**ONLY**



**GIVES YOU...**

For a short time only, most Advance distributors will offer you big allowances on your old floor machines and vacs when you trade them for new Advance floor and rug maintenance equipment. Now, you can "retire" that worn-out, too-small machine, and get a new, high-speed Advance unit in a size and price that fits your needs. Chances are, the generous allowance you'll receive, plus the labor costs you'll save, will pay for your new machine in a few months. You'll be surprised at what your old machine is worth if you TRADE-IT-NOW for a new Advance. Phone your distributor or mail the coupon below. Do it today! No obligation, of course.



● Your choice of 15 different models of floor and rug maintenance machines—ranging in size from 12" to 24"—priced as low as \$159.00.

● Your choice of 11 different models of "Hydro-Jet" wet-dry industrial vacuum cleaners—with capacities from 5 to 55 gallons.

● The all-new "Converta-matic" combination scrubber-polisher-vacuum for big floor areas. Use it for high-speed polishing and dry vacuuming, or for scrubbing and wet pick-up. Entire floor maintenance job is done completely in one quick pass. Cleans 12,500 square feet per hour—up to 20 times faster than possible with ordinary methods!

## ADVANCE FLOOR MACHINE COMPANY

ADVANCE MACHINE COMPANY, 4102L Washington Ave. No.,  
Minneapolis 12, Minnesota

I'm interested in "retiring" my old machine(s). At no obligation,

- ☐ Please send me literature on Advance floor machines and vacs.  
☐ Please have your distributor call to give me an allowance figure on my present equipment.

Name.....

Firm.....

Address.....

City.....

**Screen-Backed Abrasive Discs SE-420**  
**Solves Problem of Stripping Off**  
**Old Floor Wax**

Maintenance of tile floors is a never-ending problem especially in such heavily traveled floors as those in schools. A new wax removal procedure has been developed involving the use of a disc called Screen-Bak made of silicon carbide abrasive coated on a cloth backing. This construction is specifically designed to prevent loading. When wax and dirt begin to accumulate, the disc can be



rinsed clean in warm water. In this way, maximum life is obtained from the abrasive grains.

BEHR-MANNING Co., Troy, N. Y.

SE-310

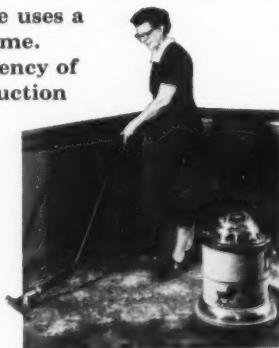


**SHE WORKS FOR THE SAME WAGES**

This girl hasn't got ten arms. But she uses a Super and the result is much the same. You can multiply the speed and efficiency of your cleaning personnel with Super Suction Cleaners because "Once Over Does It". Your local Super distributor will gladly demonstrate.

**SUPER SERVICE FLOOR MACHINE** for all floor surfaces. 4 sizes. Write for catalog.

This operator is using a "pocket size" heavy duty Super Suction Cleaner, Model LW-12. Six other Super models. Write for catalog.



"Once Over Does It"  
**SUPER SERVICE®**  
 Power Suction Cleaners • Quality Floor Machines  
 SINCE 1911  
 "THE DRAFT HORSE OF POWER CLEANING MACHINES"

THE NATIONAL SUPER SERVICE COMPANY 1947 N. 13th St., Toledo 2, Ohio

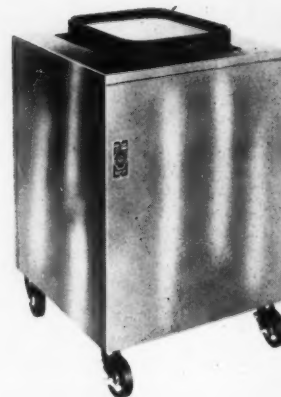
**Curtain Wall Material SE-421**  
**Many Finishes Possible**

Johns-Manville's new Micro-Flex-board is a precision asbestos-cement sheet that is now available for the first time to architects. This sheet comes in the form of non-combustible panels of unusual strength and toughness in a variety of accurately controlled dimensional tolerances and uniform surface thicknesses.

This product is ideally suited to direct high-pressure pinch roll lamination with various metal skins for curtain wall and window wall applications of all types. These include flat aluminum (porcelain enamel finish), textured aluminum (porcelain enamel finish), textured aluminum (anodized finish), flat stainless steel, textured stainless steel and flat steel (porcelain enamel finish).

JOHNS-MANVILLE, 22 E. 40 St., New York 16, N. Y.

**Tray Dispenser SE-422**  
**Holds 150 Trays**



From 90 to 150 trays can be dispensed at any desired height by the Serv-O-Lift Tray Dispenser. Dispensing level may be changed instantaneously by turning a removable handle which fits into a recessed socket on the front of the dispenser.

The dispensing level is maintained by a stainless steel carrier, kept in perfect alignment and self-leveled by a stainless steel aircraft cable control which operates over plated steel pulleys fitted with completely shielded grease packed ball bearings and is actuated by tempered chrome vanadium springs. This aircraft cable eliminates the need for openings and projections in the cabinet interior that accumulate dirt and bacteria.

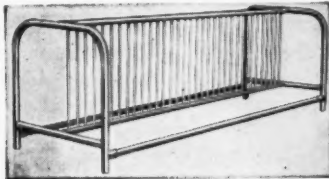
Available as a chassis unit for in-counter installations, or as a mobile unit.

SERV-O-LIFT CORP., 1205 Dorchester Ave., Dorchester 25, Mass.



## LET ONE SOURCE FILL ALL OF YOUR PLAYGROUND NEEDS

It makes Sound, Economical Sense. For Over 25 Years GAME-TIME Has Specialized Exclusively In The Design And Manufacture Of Playground And Gym Equipment And Elementary Furniture. Whatever You Need, Game-time Has A Safety-Engineered Product To Fill It.



Bike Racks are a necessity on every school ground. Game-time offers 10 models, single and double sided, 5' to 30' long with parking facilities of 5 to 66 bikes. All quality - built with welded frames.

Swings • Seesaws • Slides — Climbing Structures • Bike Racks • Flag Poles • Merry-go-Rounds • Baseball Backstops • Indoor and Outdoor Basketball Backboards • Football Goal Posts • Tennis Nets & Posts • Volley Ball Posts • Trampolines • Storage Racks, Wire Baskets, Checking Pins, Uniform Hangers For Gym Use.

If you have not already received our 38-page 1958 catalog write today.

MEMBER N.S.S.E.A.



SE-312

It takes a lot of little  
things to make the  
**BIG DIFFERENCE**



**metwood  
hanover**  
FOLDING TABLES

Tri-Balance strength is just one reason why professional buyers prize Metwood products. Precise attention to every detail and pride of craft add up to the big difference! High-pressure plastics, masonite, and plywood tops. Write for literature without obligation—on folding tables, benches, stage units.

with  
exclusive  
**TRI-BALANCE  
STRENGTH**

Metwood  
Mfg. Co.  
Hanover,  
Pa.

September, 1958

## UNSURPASSED EDUCATIONAL TOOL

*Rauland*

### CENTRAL CONTROL SCHOOL SOUND SYSTEM

The RAULAND S220 All-Facility Console provides the most modern aid for smooth administrative control of the entire school plant. This remarkable Dual Program Channel system performs every conceivable communications function: it distributes administrative information, radio broadcasts, recorded music, school entertainment, instruction—including instant 2-way intercommunication with all classrooms. Here is the last word in Central Control School Sound—designed and built to remain modern for years.



Model S220  
for up to 80 rooms

#### Your Choice of Every Desirable Program Facility

##### FM-AM Radio

Selects any radio program on FM or AM for distribution to any or all rooms.

##### Intercom Channel

Permits 2-way conversation with any room (serves as sec-ond program channel).

##### Phonograph

Available with 4-Speed Automatic Record Changer and/or Transcription Player.

##### Microphones

Selects and distributes programs from any of 3 microphone locations.

Includes One-Operation Emergency, All-Call and Pre-select Switches. System is available for as few as 20 rooms; expandable at any future date to a maximum of 80 rooms.

Other RAULAND Systems are available with capacity up to 160 classrooms. RAULAND Public Address equipment is also available for athletic field sound coverage.

*Rauland*  
Pioneers in  
School Sound

WRITE FOR FULL DETAILS

#### RAULAND-BORG CORPORATION



RAULAND-BORG CORPORATION  
3535 Addison St., Dept. E, Chicago 18, Ill.

☐ Send full details on all RAULAND School Sound Systems.

We have \_\_\_\_\_ classrooms.

Name \_\_\_\_\_ Title \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zone \_\_\_\_\_ State \_\_\_\_\_

## First Aid Kits

SE-423

### Have Unit-Wrapped Items



A new line of heavy-duty unit first aid kits designed to facilitate emergency treatment is being put out by General Scientific Co. Each item is boldly labeled

and arranged for immediate recognition and access. A facsimile index on the inside of the lid shows at a glance the exact location of all items and gives concise instructions for their use.

Cases are made of 20-gauge steel, finished in either olive green or grey baked-on enamel. The kits are available in sizes of 10, 16, 24, and 36 units with standard assortments of first aid items or with custom assortments to meet special requirements.

GENERAL SCIENTIFIC EQUIPMENT CO.,  
P. O. Box 3038, Philadelphia 50, Pa.

SE-314



## REALOCK FENCE

### "built-in" two-way protection

School children are protected during the day . . . from strangers, animals, outside harm . . . when a Realock Fence encloses play and recreation areas. Schools and other municipal buildings are protected at night . . . from prowlers, vandals, thieves . . . by the same Realock Fence.

Hefty posts set in concrete and strong, top-grade wire fabric ensure long years of maximum two-way protection. Realock Fence is available in steel or aluminum and is virtually maintenance-free.

It is manufactured in a wide variety of types, in all standard sizes up to 12'. Erection Service available. Ask for a free estimate today.

THE COLORADO FUEL AND IRON CORPORATION—Denver and Oakland  
WICKWIRE SPENCER STEEL DIVISION—Buffalo, New York



**REALOCK FENCE**  
THE COLORADO FUEL AND IRON CORPORATION

BRANCHES IN ALL KEY CITIES

5761

## Stadium Seat

SE-424

### For Comfortable Seating

The TR-42 low cost stadium seat has been designed for stands where aisle space is restricted and for use on roll-away bleachers. The unit has a 10 $\frac{1}{2}$ " x 14 $\frac{1}{2}$ " seat and 14" x 6" contoured plywood backrest, both fully upholstered and covered with weatherproof vinyl plastic. The base edge is rolled upward, providing a completely smooth bottom which will not scratch or mar varnished surfaces. New off-corner hinges will support a 300 lb. person. New automatic spring-locking, two-step front clamps securely attach to any board from  $\frac{3}{4}$ " to plank thickness.

Standard colors are red, green and yellow but school colors are also obtainable.

SCOTT PORT-A-FOLD, INC., 712 Middle St., Archbold, Ohio.

## Library Furniture

SE-425

### Line Offered in Hard Maple



The Buckstaff Co. has just entered the library furniture field with a complete line of hard maple furniture. Included in the line are shelves, display cases, newspaper and magazine racks, card catalog cabinets, book trucks, charging desks, tables, chairs, dictionary stands and even lounge and office furniture. All items will be available in either natural or autumn maple finish and there will be a choice of conventional or turned legs.

THE BUCKSTAFF CO., Oshkosh, Wis.

## Aluminum Paint

SE-426

### Serves As Its Own Primer

Dur-Aluminum is a new one-coat aluminum paint which makes a primer first coat unnecessary, even on lightly rusted metal surfaces. The paint provides a bright corrosion-resistant finish. It is recommended for hard-to-reach areas where erection of scaffolding and shifting of ladders is an expensive operation or where speed of application is important.

Made with a special rust and corrosion inhibitor, it possesses excellent covering capacity and works best on clean or lightly rusted surfaces.

CARTER PAINT CO., Liberty, Ind.

## A TOUCH OF A BUTTON

*folds away*

# THE E-Z-FOLD BASKETBALL BACKSTOP

Shown below is Miss Lela June Stoner, girls physical education instructor at the Ellsworth (Kans.) High School, operating the switch that raises four E-Z-Fold backstops simultaneously.



E-Z-Fold Hoist Way type basketball backstops are operated electrically, either singly or in groups of as many as four, from one remotely controlled winch. Thus an entire gymnasium may be cleared at one time and the position of the backstops is under the control of one authorized person. The push-button and switch can be located within sight of the backstops.

Our engineering department will be glad to cooperate with the architect in suggesting layouts and in providing information.

## E-Z-FOLD, INC.

SPEARVILLE,  
KANSAS

SE-316

free bulletin shows

# 39 TIME SAVING TRUCKS

**Especially Designed for  
Schools, Colleges, Institutions**

You'll find exactly what you need in our complete line of school trucks in this 10-page brochure—trucks designed to provide easier handling of the wide variety of items used in schools, colleges and similar institutions. Each Nutting Truck is clearly illustrated and completely described!



## TRUCKS FOR:

Figure 2880—Mobile Collection Unit for Cafeterias—just one of many standard Nutting Trucks for specialized applications.

dishes  
trays  
wrestling mats  
pianos  
tables  
folding chairs  
books  
laboratory equipment  
linen  
baggage  
cleaning supplies  
kitchens and bakeries



WRITE TODAY  
for  
Bulletin 53-SC

Since  
1891

## NUTTING TRUCK AND CASTER COMPANY

2609 Division Street West

Faribault, Minnesota

SE-317



## FREE! First Aid Film "Help Wanted"

Including the new back-pressure, arm-lift method of artificial respiration

This up-to-date film contains all of the important information on basic principles of First Aid, and also demonstrates new artificial respiration method approved by the American Red Cross.

The only cost for this 34-minute 16-mm. sound film is return postage.

*Johnson & Johnson*

Education Department  
Johnson & Johnson, New Brunswick, N. J.  
Please send me information on the film "Help Wanted."

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

Zone \_\_\_\_\_

State \_\_\_\_\_

**Asphalt Tile Coating** SE-427  
*Used Instead of Wax*

Qix is a new type of asphalt tile coating designed to replace the conventional wax finish. It dries rapidly, does not bleed bituminous floor coverings, will not discolor, is not slippery and withstands friction extremely well. The product may be "spotted in" and therefore will not show traffic lanes due to excessive wear. Floors can be cleaned with a mop and warm water.

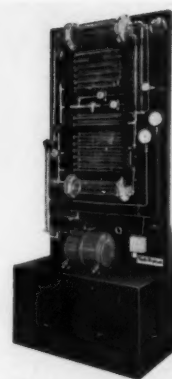
Also suitable for the permanent coating of linoleum, vinyl tile, rubber tile,

cork, ceramic and all other types of floor coverings.

SAGER CHEMICAL PRODUCTS CO., 20 St. & Gardner Rd., Broadview, Ill.

**Visual Demonstrator** SE-428  
*Of Basic Refrigeration Cycle*

Refrigeration is easy to understand with a York Trainer, a scientifically accurate working model of a refrigeration system, complete in every respect. The unique design of the glass evaporator, condenser, low pressure receiver, high



SE-318



CRETORS  
HOLIDAY  
FLOOR  
MODEL

**8¢ PROFIT**  
from a  
**10¢ SALE!**

Game crowds will produce the profits that can be used by any school in a hundred ways. Just serve 'em popcorn, popped in a CRETORS POPCORN MACHINE. No other food is as popular. No other money-making enterprise gives your school such a high return for such a small investment.

Write for "The Popcorn Profit Story" and illustrated literature. Delayed payment plans available.

Complete line of floor and counter model popcorn machines for any school. Earning capacities from \$12 to \$75 per hour.

**Cretores**  
POPCORN BLDG.

SINCE 1885  
NASHVILLE, TENN.

Manufacturers of the OFFICIAL WEIGHT VOLUME TESTER  
for the POPCORN INDUSTRY

pressure receiver and inter-connecting piping frames a very clear picture of the cycle. All piping is color-coded to show refrigerant flow and its state.

Such quantitative considerations as system capacity, superheat, refrigerant flow rate, etc., may be determined since the Trainer is equipped with refrigerant flowmeter and strategically located thermometer wells and suction and discharge pressure gauges.

THE YORK DIV., BORG-WARNER CORP., York, Pa.

**Desk-Top Collator** SE-429  
*Low-Cost, Electric, 6-Sheet Model*



For schools and colleges faced with the problem of collating duplicated material into sets, Thomas Collators Inc. have introduced a new low-cost, desk-top, electric 6-sheet collator. This collator will gather 120 sheets or 20 sets of 6 sheets each per minute. Each of the 6 bins holds 1 1/4" of 8 1/2" x 11" paper. Burred feed rollers assure positive contact with every sheet and minimize double sheet movement. The machine will collate paper weights and finishes including most tissue, onionskin, one-time carbon, bond, mimeo and 1/8" cardboard.

Weighing only 35 lbs., the collator can be moved easily from location to location, wherever needed. It requires little space, measuring only 12" wide, 15" deep and 15" high.

THOMAS COLLATORS INC., Dept. M, 50 Church St., New York 7, N. Y.





Airplane Table



No. 11 Chair

## GOOD STUDY HABITS!

They take such pride in their work when assigned an "office" like this one by American Desk. It's the popular "Jr. Executive" One-12 that gives maximum working area with minimum space requirements. The handsomely finished, sturdily constructed One-12 may be easily grouped in a variety of ways to accommodate changing class needs. Shown with Fibre-plastic top, size 18" x 30". Available with solid maple or birch top.

### METAL COLORS:

Mint Green, Sea Blue, Coppertone, Mist Grey,  
Light Taupe

*For Competent Assistance,  
Complete Details,  
Ask Your State AD Representative*



No. 400T Table



No. 500T Table



## AT THE HEAD OF THE CLASS . . . . FROM KINDERGARTEN TO COLLEGE!



No. 400 Table



No. 500 Table

The Crusader Series...the only line of die-stamped chair desks in America in graduated heights — 12" thru 17". Perfect non-tip balance...generous storage space...large 16" x 22" work area... *plus* built-in sturdiness of 14-gauge die-formed steel frame, 22-gauge steel panels. One of the most popular...and *manage-able* classroom units in America!

### METAL COLORS:

Mint Green, Sea Blue, Coppertone, Mist Grey, Light Taupe

*For Competent Assistance,  
Complete Details,  
Ask Your State AD Representative*



No. 303 Tablet Arm Chair



No. 33A Chair

<p><i>american</i> <i>desk</i> MANUFACTURING CO. TEMPLE, TEXAS</p>	
--	--

## THE PIXMOBILE PROJECTION TABLE



**KEEPS YOUR  
EQUIPMENT READY  
FOR USE**

Save time...save storage space. Prepare your visual presentation in advance on the portable **Pixmobile**, roll it in, show it, store your equipment on it. Sponge rubber top, large enough for both movie and slide projector. Has 4" wheels, equipped with brakes that hold on incline. Vibrationless. Several models and heights. **42" table only \$32.95.**

## OPTIVOX PORTABLE EASEL FOR BETTER CHART TALKS

Make a better showing with the versatile **OPTIVOX**, suitable for either floor or table. Steel working board, finished in "rite-on" green, is adaptable for chalk, charts, or magnets. Aluminum legs fold into compact unit. **Only \$44.95.** Carrying case, lamps optional. **Write for Literature and Name of Dealer.** Some Dealer Territories Open. Write...



**THE ADVANCE FURNACE CO.**  
2310 EAST DOUGLAS WICHITA, KANSAS

SE-321



**For Accuracy, Performance, Visibility**



Model 1250-2 Football Scoreboard and Timer, nationally famous for modern design and color dynamics. Overall size, 8'4" x 18'4".

**SCOREMASTER** Boards deliver the utmost in accuracy, readability, ease of installation and low maintenance.

They assure fast, simple, dependable operation.

Write for free literature on all **SCOREMASTER** Boards and the new **SPORTSMASTER**—the portable electric board designed specifically for intramural activities.

**THE M. D. BROWN COMPANY**  
2207 Lake St. Niles, Mich.

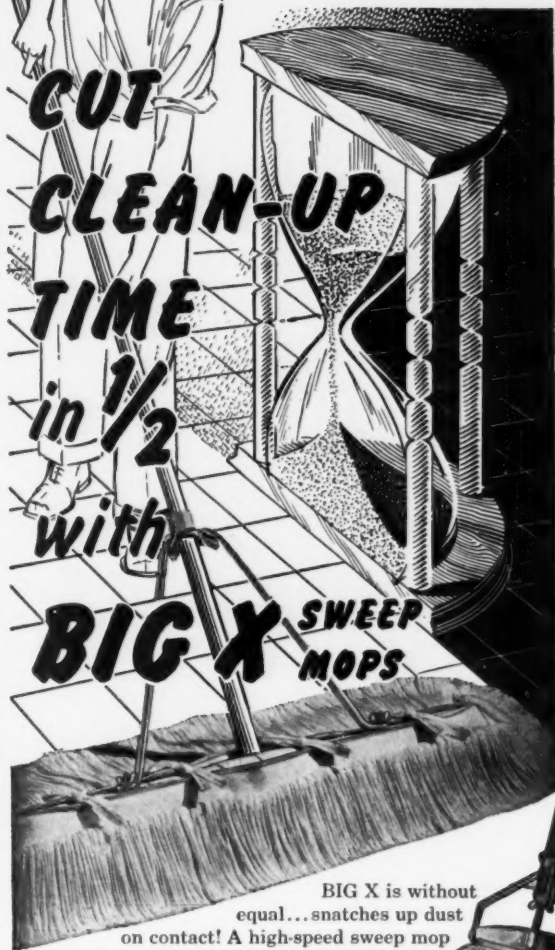
"When Split-Seconds Count — Count On Scoremaster"

## SCHOOLS

**CUT  
CLEAN-UP  
TIME**

**in 1/2  
with**

**BIG X SWEEP  
MOPS**



**BIG X** is without equal...snatches up dust on contact! A high-speed sweep mop complete with our exclusive **GIBRALTAR** brace...Amazing durability...Available in widths up to 5 feet!

### VICTORY Wet Mops

Cost least to use because of their high efficiency and double-length life...16-ply cable-twist live, long-fibre yarn...Very, very durable. Very, very popular!



### HOLZ-EM Applicators

So well known they need no praise. Used by more professional floor finishers than any other applicator. You, too, will say they're in a class by themselves.

*Order*

**AMERICAN STANDARD** products from your regular supplier. He has them or can get them for you. If not, write us direct.

**"TOPS IN MOPS"**  
**AMERICAN STANDARD MFG. COMPANY**  
Incorporated 1908



**CHARLES E. KREBS and WALTER O. KREBS**  
2507 SOUTH GREEN STREET • CHICAGO 8, ILLINOIS

**Record Player** **SE-430**  
*Designed for Educational Use*

High fidelity at moderate cost is the main feature of the ATC 300, a lightweight, 4-speed, portable record player. The unit will play 7", 10", or 12" records at 16 $\frac{2}{3}$ , 33 $\frac{1}{3}$ , 45 or 78 rpm, and is protected from acoustic feedback at any volume. A 6-watt amplifier has a frequency range of 40-20,000 cycles, reproduced through a 6" x 9" dual cone speaker, with a socket for an auxiliary speaker or several headphones.



The entire unit weighs only 18 lbs.  
AUDIOTRONICS CORP., North Hollywood, Calif.

**Vacuum Cleaner** **SE-431**  
*Has Many Unusual Features*



The General E-Con-O-Van Vacuum Cleaner Model 44 can be used for both wet and dry pickup, with no changes necessary, and as a vacuum and powerful blower. It stands 26 $\frac{3}{4}$ " high and features easy-move swivel casters, full swivel hose connection, both intake and exhaust openings in the durable cast aluminum head, recessed "out-of-the-way" carrying handles, extra-durable hose and 30' cord.

The model has a 62" water lift, a tank capacity free of 15 gallons, powerful  $\frac{3}{4}$  h.p. motor, "quick-fasten" snap-on tools and many other accessories.

GENERAL FLOORCRAFT, INC., 421 Hudson St., New York 14, N. Y.

**Utility Boxes** **SE-432**  
*In Three Sizes*



The H-O-N Co. has introduced a new line of steel utility boxes in three sizes. Models are available with or without plastic coin trays. Trays are removable in two sizes and fixed in the larger cantilever type.

Deliveries are now being made in three standard colors: gray, sandalwood, and spruce.

THE H-O-N Co., Muscatine, Iowa.

SE-323



**Locker Lock Problems?**

Lockers protected with Dudley Combination Master-keyed Locks are really safe.



**P-570 Master-Keyed Combination Padlock**  
Finest of all master-keyed padlocks. Cast aluminum case, extra heavy steel shackle. Self-locking. Rotating dial.

**Teacher and Pupils Agree . . .**

Dudley Locks are best, for protection to the pupil and convenience to the teacher. Pupils in school districts throughout America have grown accustomed to the dependable protection Dudleys give their personal belongings, and the sure, simple ease of operation.

Teachers waste a minimum of time with locker lock problems, for the Dudley Master Key or Master Chart gives school authorities instant access to any locker.

Ask your Dudley representative. He's there to help you—without obligation, of course.



**S-540 Master-Keyed Built-in Lock**  
Fits all locker piercings. Quick combination change with special reset key.



**The DUDLEY Master Key**  
Can't be duplicated on ordinary key making machines.

**DUDLEY**  
**LOCK CORPORATION**

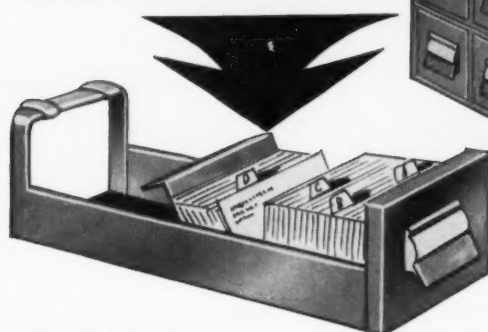
Dept. 919, Crystal Lake, Illinois



smoother — finer — easier

**H-O-N CARD CABINETS**

WITH TILT-BACK FOLLOWER



**SMOOTHER** quiet action because H-O-N units are equipped with nylon glides on drawer tracks and bales. The nylon glides eliminate binding and grating even with fully loaded drawers.

**FINER** appearance and styling with improved drawer pulls and label holders. A choice of four handsome colors: grey, green, sandalwood, spruce.

**EASIER** to use with time-saving efficiency of the tilt-back follower. Just trip a release and the cards recline. This provides room to see, select and handle without digging. Only H-O-N card cabinets have it.

**SO GET BETTER H-O-N CARD CABINETS—**

**ACCEPT NO SUBSTITUTE.**

**YOU'LL FEEL REWARDED.**



DESIGNED & MADE BY THE H-O-N CO., MUSCATINE, IOWA

SE-325

SE-326



## LIQUID K CONCENTRATE

*Perfect* FOR FOOD SERVICE AND INSTITUTIONAL USE

Fastest concentrate yet devised with tremendous reserve of cleaning power . . . yet gentle. Exceptional versatility for all manual cleaning tasks—high quick penetration, complete soil suspension, free rinsing, rapid drying. Excellent for silver dip tanks.

PACKED IN QTS., GALS., BARRELS — Ask Your Supplier or Write Us



"Visit Us—American School Lunch Show"

September, 1958,

# HOMEMAKING

WITH COMPACT GLOVER HOMEMAKING UNITS  
YOU CAN GIVE YOUR SCHOOL A MODERN, WELL  
DESIGNED CLOTHING LABORATORY

COMPLETE . . .

Each unit group of two to four students has sewing machines, pressing boards, storage trays and cutting table within arms reach; no necessity to go to other parts of the room.

These versatile units give your clothing department all the advantages that unit kitchens provide in foods labs.

For complete details send coupon below

GLOVER MANUFACTURING COMPANY  
BOX 4093 AUSTIN 51, TEXAS

Name . . . . . Title . . . . .

School . . . . .

Address . . . . .

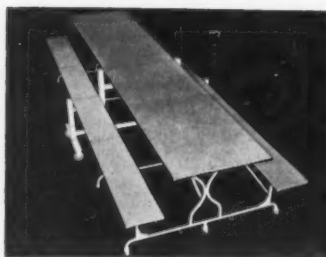
City . . . . . State . . . . .

### Folding Table, Bench Unit SE-433 Is 12' Long When Extended

Flexo-Fold, a portable, folding table and bench unit for lunch hour seating, adapts well to smaller or irregular shaped areas. When folded and nested in storage, Flexo-Fold's 12' contract to approximately 17".

The carrier, constructed of 2" square steel tubing and 2" x 3/8" thick steel plate is built-in and forms the center support when in use. Table and bench leaves on either side of the center support fold in one operation.

The four large casters of the car-



rier are all swivel type for easy maneuverability in storing the folded unit.

SCHIEBER SALES Co., 12955 Inkster Rd., Detroit 39, Mich.

### Plumbing Fixtures SE-434 Of Unbreakable Cast Aluminum



Breakage problems and replacement costs vanish when unbreakable cast aluminum plumbing fixtures are installed. They are crack-proof, tamper-proof, vandal-proof and practically impervious to heat and cold. They also have terrific strength against impact.

In spite of their rugged construction, beauty in design has not been sacrificed. The fixtures have smooth, streamlined contours and are available in white or pastel colors.

ALUMINUM PLUMBING FIXTURE CORP., 778 Burlway Rd., Burlingame, Calif.

SE-327

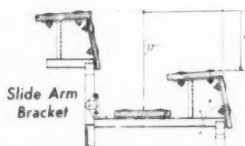
## BERLIN EZ-A-WAY

*The Best Mechanical Folding  
BLEACHER made*

### WHY....

#### FLOATING ACTION

Provides a drift-proof bleacher—no steel in contact with steel during the opening and closing operations, eliminating the use of springs, tie rods and interdependent parts . . . no retractable wheels. Original with us.



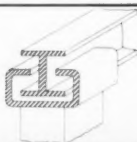
#### SCISSOR CROSS BRACING

Perfect alignment through opening and closing process . . . ties together each vertical support member . . . guarantees correct front-to-back spacing.



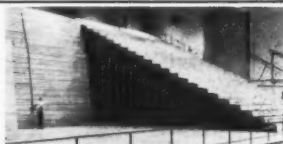
#### ORIGINAL "I" BRACING

Original members are made of "I" beam structural steel and easily "bolt" above vertical support members—an engineering feature that utilizes the natural flex to steel in lieu of springs, linkage, other retractable or moving parts . . . assures you almost perpetual maintenance-free bleacher.



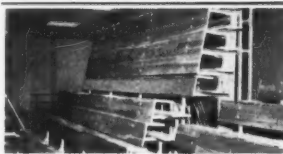
#### 1st 24 ROW INSTALLATION

The world's largest installation at Vancouver, Washington, illustrated here, shows the massive setup that safely provides spectators seating—when folded, permits use of floor for other activities.



#### DELAYED ACTION FORWARD FOLD

Enables you to furnish maximum floor space for balcony activities. When open EZ-A-WAY Forward Fold Bleachers are 4' from balcony rail, permitting ample aisle space for entrance and exit. When closed back-to-front, there are an additional 4' of balcony floor space for other activities.



The "firsts" in construction and design by Berlin have never been copied . . . reasons why you will want EZ-A-WAY mechanical folding bleachers—in a class by themselves—the best mechanical folding bleacher made. Before making your bleacher plans investigate EZ-A-WAY . . . write today for complete information.

**BERLIN**  
SEATING  
ENGINEERS  
BERLIN • WISCONSIN

### Wide-Angle Lens SE-435 For Auditorium Slidefilm Projector

A revolutionary new wide-angle lens with a focal length of 1" has been added to the audio-visual products line of DuKane Corp.

Designed primarily for rear projection use, the new wide-angle lens will project a 9' picture at a 10' distance. It is available for use with DuKane's 576-39, 1000-watt auditorium sound slidefilm projector with single-frame filmstrip.

DUKANE CORP., St. Charles, Ill.

### Stencil Duplicator SE-436 In New Twin Cylinder Model

The Ideal Model G is a twin cylinder stencil duplicator, hand operated and equipped for paste inking. The machine also features two ink distributing rollers for more even ink distribution, knob adjustments for complete shifting of paper tray, and aluminum cylinders.

The Ideal is sturdy, lightweight, and precision-built with steel in all movable parts.

AMERICAN OFFICE EQUIPMENT CO., 24 E. 21 St., New York 10, N. Y.

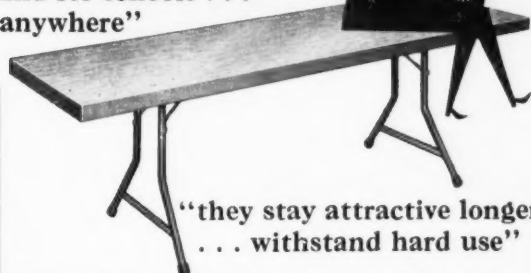
THE SCHOOL EXECUTIVE

SE-328

Certainly!

## CLAPPER'S FOLDING TABLES

"are the finest you'll find for schools . . . anywhere"



"they stay attractive longer . . . withstand hard use"

The rugged construction and functional beauty of Clapper's Tables make them stand out in countless school installations across the country. Their permanently smooth, Self-Edge formica tops stay bright and sanitary . . . the heavy enameled understructure stays locked and rigid. Clapper's Tables are practical, economical and in the widest choice of colors. Standard sizes . . . full 30" high . . . corrosion proof exposed surfaces.

Other table equipment available. Write for Illustrated Catalogue **FREE**

**CLAPPER'S MANUFACTURING**

411 LINCOLN AVE.

MEYERSDALE, PENNA.

"Clapper's Equipment Distributed Nationally"

SE-329

# FLO-PAC

## Floor Machine Brushes

for every make . . . for every job



Solve your maintenance problems with FLO-PAC brushes . . . guaranteed finest quality in America! Only the best quality bristling materials are used. FLO-PAC's expert workmen lock those bristles into select maple—marine type—plywood blocks. Brushes available with or without precision made clutch plates. Get finer performance and longer wear—specify FLO-PAC brushes!!

**SEE YOUR JOBBER OR**  
write direct to

**FLOUR CITY BRUSH CO. PACIFIC COAST BRUSH CO.**

1501 4th Avenue South, Minneapolis 4, Minn. 2030 E. 7th Street, Los Angeles 21, Calif.



SE-330

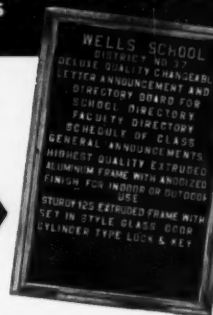
## there's a DAV-SON Board for Every Job in Your School!

**100 DIFFERENT STYLES AND SIZES**

Wherever you need a Bulletin Board—in lobby, office, library, etc.—for directory listings or announcements, you'll find a Dav-Son Board for the job. Attractive, sturdy, warp-proof—quality-built throughout by the largest manufacturer in the industry.

### Changeable-Letter BULLETIN BOARDS

For indoor or outdoor use. Many styles with locking glass doors and illumination. Sturdy reinforced mitered corners, hardwood or metal frames in choice of handsome finish. Also available with 5'-5" standards.



### Genuine Self-Sealing CORK-BACK BOARDS

World's largest selection of indoor and outdoor styles. Hardwood or metal frames, with or without locking glass doors.

### Finest Quality CHALK BOARDS

Black or Green. Exclusive smooth Dur-O-Plate Chalk Surface. Wide range of sizes.



Also manufacturers of Desk and Door style Nameplates, Stock Metal Signs, Flashing Safety Signs, and other products.

Write for our big **FREE 1958 Catalog**.

**DEALER INQUIRIES INVITED**  
If your dealer can't supply you, write direct.

**A. C. DAVENPORT & SON, INC.**

Now in Our 26th Year of Quality Service

DEPT. S.E., 311 N. DESPLAINES ST. • CHICAGO 6, ILL.

SE-331

# IN A FLASH

## Naden ELECTRIC SCOREBOARDS

### BASKETBALL

The "Instant-Vue" Model N595—pictured at right—is one of the leaders in the big Naden Line which includes a model . . . fully guaranteed for speed and accuracy . . . for every size gymnasium and every size of budget. Write today for Catalog No. 1E—Basketball; No. 2E—Football; No. 3E—Baseball.



**NADEN INDUSTRIES**

**Webster City, Iowa**

## MANUFACTURERS' CATALOGS

### SE-517 Copying Equipment

An eight page, two-color brochure describing XeroX® Copying equipment is available from The Haloid Co. Form X275 illustrates and explains fully the xerographic copying process and the use of each piece of XeroX equipment. A list of everyday uses and general duplicating requirements is included, suggesting improved means of cutting costs and speeding paperwork. THE HALOID CO., Rochester 3, N. Y.

### SE-518 Outdoor Night Lighting Towers

*Tulito Tapered Steel Lighting Tubes For Area and Floodlighting.* Just off the press, Meyer Machine Inc. makes available a new eight-page color brochure for outdoor night lighting towers. This brochure, fully illustrated, contains complete specifications and data concerning Tulito Tapered Steel Tubing for night lighting. MEYER MACHINE, INC., Red Wing, Minn.

### SE-519 Fluorescent Troffers

*Bulletin Z.* Pittsburgh Reflector Company's new, complete line of recessed modular light units are comprehensively covered in a new eight-page bulletin. Included is a photo of each module, along with complete specifications, dimensional data, light curves, coefficients of utilization, engineering and other pertinent data. The modules

come in squares or rectangles in dimensions suitable for easy incorporation with modern ceiling materials. The bulletin shows the design patterns of various closure styles available for use with the modules; these include Drop Acrylic Plastic, Egg-Crate, Flat Plastic, Corning Pattern No. 70, Alba-Lite, and Holophane No. 6025. Mounting brackets, flanges, plaster frames and other accessories are described in detail. PITTSBURGH REFLECTOR CO., Oliver Bldg., Pittsburgh 22, Pa.

### SE-520 Bronztone Furniture

*Catalog No. 28.* A newly developed electroplated Bronztone finish by Howell Co. provides a durable long lasting finish on tubular steel that is chip and crack proof and highly resistant to tarnishing and discoloration because of the plated surface of a warm brownish-bronze color. This new catalog profusely illustrates, in vivid color, the complete coordinated line of Howell Bronztone furniture available in davenport, sectionals, arm chairs, ottomans, double seat benches as well as occasional tables, dining and conference room tables and chairs, and desk and dresser cabinets. Fabrics such as Nylo-Saran, Naugahyde, Fabrilite, Italian Stripe, Nylon Boucle and a newcomer Zeta help harmonize with the furniture selection. For tops several solid woodgrain plastics or two-tone inlay combination colors such as Scandia Walnut border and White Marble Onyx inlay are available. HOWELL CO., DIV. OF ACME STEEL CO., St. Charles, Ill.

### SE-521 Pencil Sharpener

A new 24-page catalog describing the complete line of products of the C. Howard Hunt Pen Co. is ready for distribution. The new *Catalog No. 30*, contains actual size views of each Boston Pencil Sharpener model and trade information on the complete Hunt line of products, including the new Speedball Steel Brushes. C. HOWARD HUNT PEN CO., Camden 1, N. J.

### SE-522 Temperature Controls

(1) Controls classroom temperatures for easier learning; (2) reports teaching temperature to principal; (3) added fire-alarm protection for students are some of the features described in a new brochure *Announcing a brand new 3-in-1 aid to educators* released by Minneapolis Honeywell. Incorporated into the Honeywell Schoolmaster thermostat are such features as a fingertip temperature adjustment knob, horizontal styling that allows a free flow of air for faster response, and simple, easy-to-read room temperature and setting indicators. The Honeywell Schoolmaster Monitor is an accurate indicator panel for reporting classroom temperatures. It is wired to a special sensing element in the thermostat for each room. Each of these elements reports temperature information to the central panel. If a fire should break out, the Schoolmaster Monitor not only rings a bell, it also indicates the exact room in which the fire has occurred. MINNEAPOLIS-HONEYWELL REGULATOR CO., Minneapolis 6, Minn.

SE-332

## YOUR SCHOOL PLANS DESERVE THE FINEST BASKETBALL EQUIPMENT

THE **RECREATION** LINE

### Exclusive Design Backstops

Provide the finest and newest forward-swing basketball backstop ever developed for the school gyms you design—specify RECREATION! With RECREATION'S exclusive rear pivot design, the backboard is mounted on curved oblique supports and every impact of the ball *increases* the bracing action. Hoist cable automatically retracts out of the way when backstop is lowered to playing position. Precision manufactured and factory assembled—can be installed more easily in less time.

## RECREATION EQUIPMENT CORP.

DEPT. 108-724 WEST 8TH STREET • ANDERSON, INDIANA

Write today for your copies of Recreation's catalogs:

☐ Playground Catalog ☐ Swimming Pool Equipment Catalog ☐ Basketball Backstop Catalog



Exclusive new design  
—requires no locking  
or unlocking—fully  
automatic.

Fully electric auto-  
matic hoist optional.

Forward Swing Up #112F  
folds in shorter space.



clean up quicker,  
easier with ...

**SHAMROCKS**

**JANITOR  
SERVICE  
WAGONS**

TIME-SAVING ... helps your janitors cover more area in less time! Lightweight and labor-saving.

WON'T MAR FLOORS ... rolls easily on two 2-inch hard composition casters.

CANVAS BAGS are replaceable, washable.

CONVENIENT — EFFICIENT ... sturdy steel frame folds up into small space. Wagon measures 20" x 19" x 43" high when bag is open. Grommeted bag is washable; drawstring closure keeps contents secure when bag is taken from frame. Extra bags, white or O.D., are available.



write for literature and prices

**MEESE, INC.**

MADISON, INDIANA

**Monroe FOLDING BANQUET TABLES**



**DIRECT PRICES & DISCOUNTS  
TO SCHOOLS, CHURCHES,  
LODGES, HOTELS, CLUBS, etc.**

NOW, Monroe Folding Banquet Tables, at no extra cost are offered with completely finished tops, highly resistant to most serving hazards. May be USED WITHOUT TABLE CLOTHS, if desired. Also available in Melamine and Ormacele special color and pattern types. Write for catalog with direct factory prices and discounts to religious and educational institutions, clubs, lodges, etc.

**MONROE TRUCKS  
For Folding Tables and  
Chairs**

Transport and store your folding tables and chairs the easy, modern way on MONROE Trucks. Construction of Transport-Storage Trucks permits maneuverability in limited space. See Catalog.



Chair Truck TSC



Complete Line of Folding Chairs

THE *Monroe*



*Company*

44 CHURCH ST.

COLFAX, IOWA

*The Air Conditioned*

**FOX MANOR HOTEL**

ATLANTIC CITY, N. J.

OFFERS CONTINENTAL BREAKFAST  
INCLUDED IN HOTEL RATE

Ample Parking — Color T.V. — Sun Deck

Radio and Telephone in every room

Ocean Bathing from Your Room

Coffee Shop and Dining Room

American & European Plans

Member of Diners, Gourmet and Esquire Clubs

*Write for Booklet and Rates*

**FOX MANOR HOTEL**

Pacific Ave. at Iowa Facing Ocean & Boardwalk

**This Washroom SAVES Money!**



**Statistics Prove It Pays To Install  
WORLD HAND DRYERS**

Thoughtful Buyers  
Use WORLD

Marshall Field & Co.

Northwestern  
University

Chrysler Corp.

Union Pacific  
Railroad

Libby-Owens-Ford

Gimbel Brothers

Howard Johnson's

Pick Hotels

Gulf Oil

Yes, with WORLD ... the dryer that really dries hands ... you save up to \$600 yearly on towels and maintenance. Prove to yourself, that WORLD ... the modern, sanitary way to dry hands ... costs less! Mail coupon, no obligation!

**FREE  
Trial  
Offer**

**WORLD DRYER CORPORATION**  
616-22 W. Adams St., Chicago 6, Ill.  
Gentlemen: Without obligation send me copies of letters from users, also folder of facts including cost-saving figures and full details on your FREE-TRIAL offer.

My name.....  
Firm name.....  
Street.....  
City..... State.....

## MANUFACTURERS' CATALOGS

### SE-501 Collators

*Mechanical & Electric Powered Thomas Collators.* This attractive six-page brochure illustrates and describes the numerous advantages and features of the new redesigned Thomas Collator. Available in a complete range of sizes, the Thomas Collator eliminates one of the most persistent bottlenecks experienced by offices and duplicating departments. The brochure explains, with specific examples, how efficiency is increased, morale protected, time saved, and hidden costs slashed with the help of these machines. THOMAS COLLATORS INC., 50 Church St., New York 7, N. Y.

### SE-502 Heating & Ventilating

*Catalog DS-327C.* A special catalog describing the company's line of Torrivent heating and ventilating units for school applications is announced by The Trane Co. Primarily of interest to school board members and architects and engineers concerned with school construction, the catalog contains complete sales and data information. According to Trane, popular demand for the Torrivent in this field is for gymnasium, auditorium, cafeteria and library installations, wherever quiet-operating, large capacity institutional heating and ventilating equipment is required. Also included in the catalog are sketches that show installation possibilities, pointing up application flexibility of the unit. Compo-

nents are pictured and described, dimensions provided in a simplified manner and sample engineering specifications listed. The Trane Torrivent is available in 1, 2 or 3-fan units with air deliveries ranging from 1,250 to 17,000 cubic feet per minute, and heating capacities from 50,000 to 2,000,000 Btu. THE TRANE CO., La Crosse, Wis.

### SE-503 Aluminum Walls

A new four-color, six-page brochure is being offered by the E. F. Hauserman Co., describing the company's new aluminum movable interior wall system. Entitled *Light, bright and beautiful* . . . , the catalog depicts how the new wall system takes full advantage of artistic and structural qualities of aluminum. It allows custom design of interior office walls without prohibitive custom cost, according to the manufacturer. Wall panels and posts are available in natural aluminum finish, or they can be furnished in anodized or baked enamel lifetime finishes in any combination of desired colors. Panels are also available in natural wood veneers, various forms and types of plastic fabrics, and steel finished in baked enamel. Features of the system outlined in the brochure are its distinctive appearance, complete prefabrication, easy erection and re-erection, flexibility and low maintenance cost. Pictures of some of the many possible variations in the wall system, detailed photographs of posts, panels, base and ceiling trim, glazing frames and floating doors are also included. E. F. HAUSERMAN CO., 7510 Grant Ave., Cleveland 5, Ohio.

### SE-504 Toilet Compartments

*Catalog 95.* A 28-page, four-color catalog illustrates Sanymetal toilet compartments, shower stalls, hospital cubicles and dressing room compartments. The catalog contains a complete set of Sanymetal color samples (22 colors available), standard specifications, and descriptions of advanced construction features, including the new Sanymetal "8800" concealed door latch, and Sanymetal stirrup bracket supports. Simple diagrams give required information regarding mounting of stalls to floors, walls, etc., as well as exact dimensions of standard designs. A variety of floor layouts is included. SANYMETAL PRODUCTS CO., 1711 Urbana Road, Cleveland 12, Ohio.

### SE-505 Laboratory Furniture Catalog

Kewaunee Mfg. Co. and its affiliate, Technical Furniture, Inc., announces the publication of a new 68-page catalog, *Wood Educational Laboratory Furniture*, for secondary schools and junior colleges. Featuring many typical installations and the complete Kewaunee-Technical line of functionally-designed, craftsman-built educational furniture, the new catalog is a helpful planning aid. Illustrated and described in detail are instructors' desks, perimeter tables, combination science tables, cabinets and casework, laboratory sinks, fume hoods, special purpose units, service fixtures and accessories. Dimension drawings and specifications are included to aid in efficient planning of the laboratory layout. KEWAUNEE MFG. CO., 5031 S. Center St., Adrian, Mich.



**In one fast operation** the NEW 21" Tennant Model "E" applies dry renewal wax and buffs it to a rich luster—lets custodians maintain classroom floors, hallways, etc., *up to 3 times faster* than usual.

Powerful vacuum picks up dust that ordinary machines leave on floor. Self-propelling action *plus* light weight give excellent handling ease—you just guide it forward!

**Cylinder-type accessories** revolve at 1135 rpm; assure extra-fast work for all phases of resilient tile care—and for cleaning, *stripping* wood floors. *For details write . . .*

#### Check these TENNANT features:

- Covers 21" path—has 265 cfm vacuum.
- Has high portability; weighs only 95 lbs.
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- Leaves uniform luster; no swirl marks.
- 1 hp motor—yet works off clear 110-v. line.

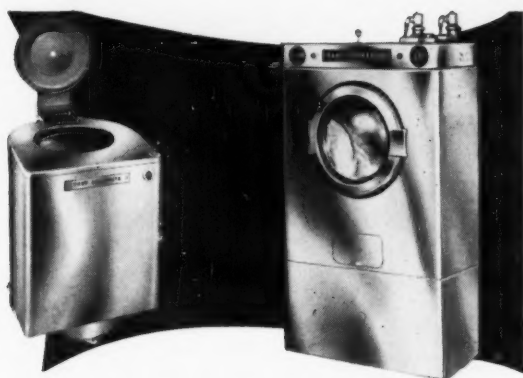
G. H. Tennant Co., 729C N. Lilac Dr., Minneapolis 22, Minn.



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SPECIALIZED MAINTENANCE EQUIPMENT

POWER SWEEPERS • FLOOR MACHINES • SCARIFIERS • ROOF SCRAPERS • CONCRETE ROUTERS



## Clean and sanitary—fast and easy with LAUNDRITE

Install a Troy Laundrite Washer and Extractor and your washable team and gym uniforms will be clean *during* the school year—not just at the beginning. Substantial time and labor savings permit equipment to actually pay for itself in a short time. Requires only minimum space and part time attention of one employee or student monitor. Fast, easy to operate, this Troy equipment will make your athletic department a model. Write for more information on this Laundrite pair today.



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Division of  
American Machine and Metals, Inc.  
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SE-339

Identify every room, door and desk . . .

## NOW CUSTOM ENGRAVED PLASTIC NAMEPLATES

AS LITTLE AS 15c PER LETTER

### In Colors and Wood Grains

The lettering is deeply engraved into the tough, weatherproof, pressure-laminated plastic, to expose the contrasting core for high readability and permanent attractiveness.

KNIGHTPLATES can't fade nor chip like paint; do not rust, tarnish or peel; can be easily removed when desired; require no maintenance. 9 stock color surfaces and 6 smart wood grain designs harmonize perfectly with any decorator scheme.

Guaranteed Satisfaction.

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KNIGHT PROJECTING SIGNS complete with hardware

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KNIGHT DESK PLATES in 6 attractive styles

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SE-341

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**AUTOMATIC DEVICES COMPANY**  
2121 So. 12th St. - ALLENTOWN, PENNA.

165

## MANUFACTURERS' CATALOGS

### SE-506 Storage Equipment

A new color pamphlet just published by Penco Metal Products illustrates the six new decorator colors now offered by the company for its lines of steel storage equipment. The new color card presents actual paint samples of the new colors, as well as Penco's three standard colors. Standard colors for Penco steel lockers are green, gray and tan; for Penco steel shelving and steel cabinets, green and gray. The six new optional decorator colors, now available on all Penco products at slight additional cost, are spray green, rose amber, saxe blue, warm gray, vista green and sand. Whether fin-

ished in standard or optional colors, all Penco products are electrostatically sprayed with premium quality enamel over a special, corrosion-resistant phosphate undercoat and oven-baked to a durable finish. Penco Metal Products Div., ALAN WOOD STEEL CO., 200 Brower Ave., Oaks, Pa.

### SE-507 Trampolines

A new eight-page folder features the Tiny Tramp, a unit designed especially for the two-to-ten-year-olds, to work off energy and develop muscular coordination. Included are professional trampolines with the exclusive triple-bridge leg section construction. The Collegian, which meets all AAU and inter-collegiate specifications, is fea-

tured. American Trampoline also makes two models of Dive-O-Tramps for pools, floating rafts, boat docks, beaches, etc. These are fully described and illustrated. Accessories shown include a gym tramp, training rig, tumbling belt, trampoline textbook and the famous Larry Griswold bed. AMERICAN TRAMPOLINE CO., Jefferson, Iowa.

### SE-508 Microphone

Form No. 3R3287. Picking the correct microphone for each application has been simplified by the new microphone *Select-a-Guide* issued by the Sound Products Section of Radio Corporation of America. The brochure folds out to display at a glance fifteen different microphone types. Complete details on the application, range, impedance, characteristics, advantages and special features for each microphone are given. Additional specification information is provided on RCA microphone stands. RADIO CORPORATION OF AMERICA, Sound Products, Building 15-1, Camden, N. J.

### SE-509 School Decorating

A new book on school decorating has been prepared by the O'Brien Corp., to assist architects, contractors, and school administrators to select the proper colors for every room in a school. Two complete color schemes for each of 25 different areas of a typical school are shown including actual paint chips of the colors suggested. The 50 page book entitled *Color Symphony for School Interiors* may be obtained from the O'BRIEN CORP., South Bend 21, Ind.

### SE-510 Steel Shop Equipment

Work benches, tool stands, shelving and other Hollowell pressed-steel shop equipment for shop, laboratory and assembly line use are shown in a new eight-page illustrated catalog entitled *Hollowell Steel Shop Equipment*. Standard Pressed Steel's complete line of steel shop equipment, more than a dozen different shop furniture categories, is reviewed in photographs and text. Included are multiple unit benches, cabinet benches, standard open-type Hollowell work benches, and heavy-duty portable benches. Completing the lineup are shop desks, steel carts and tool stands, Hollowell stools and chairs, storage walls (multiple drawer units), storage and industrial cabinets and erectomatic and conventional bolted shelving. STANDARD PRESSED STEEL CO., Jenkintown, Pa.

### SE-511 Freeze-Drying Laboratory Equipment

New Freeze-Drying Laboratory Equipment is the subject of a four-page brochure just published by Arthur S. LaPine and Co. The brochure describes new automatic freeze-drying equipment, new types of tray dryers, manifold-type freeze-dryers with faster speeds and greater capacities, and combination units that can be used for either manifold or tray freeze-drying. This brochure is a supplement to the 36-page catalog on Freeze-Drying Equipment for Laboratories published by the company in 1956. ARTHUR S. LAPINE and Co., 6001 S. Knox Ave., Chicago 29, Ill.

SE-342

**NEW**

# DuKANE sound





Matching radio and record player. Units can be stacked or placed side by side.



## for the smaller school

The new DuKANE Desk-top Sound System, though amazingly compact, possesses all of the ruggedness and performance-proven features which have made DuKANE the recognized leader in the communications field . . . offers fast, dependable intercom and sound facilities for as many as 48 rooms . . . Modular construction is designed to accommodate other DuKANE matching units, including the handsome radio tuner and record changer illustrated . . . It's no longer necessary to sacrifice the time- and step-saving features of a DuKANE quality constructed sound system because of a limited budget.



desk-type console



private telephone system

**FOR ANY SIZE INSTALLATION**, there's a DuKANE sound system to provide any combination of services. DuKANE's consoles and cabinetware have all been newly re-designed and re-styled to blend with any decor.

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DuKane products are sold and serviced by a nationwide network of factory-trained engineering distributors



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At Ford's new Sharonville, Ohio plant—and at dozens of other Ford plants across the country—TELKEE Systems assure constant, fool-proof control over the keys to every lock. TELKEE keeps keys in authorized hands; eliminates problems of lost keys; cuts costs of replacement locks and keys.

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SE-344

## POWERFUL NEW PLUNGER CLEARS CLOGGED TOILETS in a jiffy!



Clear messy, stuffed toilets  
Cut maintenance costs with

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Toilet ALL ANGLE Plunger

Ordinary plungers don't seat properly. They permit compressed air and water to splash back. Thus you not only have a mess, but you lose the very pressure you need to clear the obstruction.

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Get a "TOILAFLEX" for your home too.  
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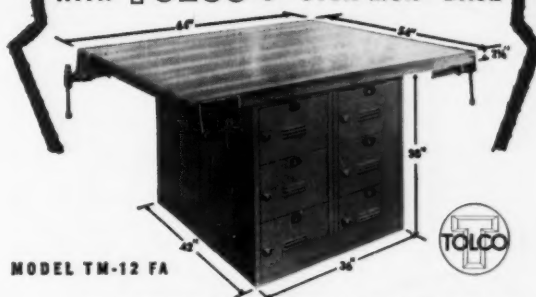
- Double-size cup, double-pressure
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## 50% MORE HORIZONTAL PROJECT FLOOR LOCKER SPACE WITH TOLCO'S "STOR-MOR" BASE



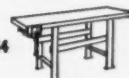
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Tolco's "Stor-Mor" features exclusive steel splined tops of 100% laminated Northern hard maple. Twelve individual heavy gauge steel lockers—6 each side—ball point fasteners and mating pulls and lugs for padlocks. Available in baked green or gray enamel.

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PERFORMANCE—unequaled  
IMPROVEMENTS—positive mechanical lock on 8-size pencil guide  
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## NEW TEXTBOOKS

### SE-512 Elementary-School Science

*Elementary-School Science and How to Teach It.* By Glenn O. Blough, Julius Schwartz and the late Albert J. Huggett. This new revised edition offers the following improved features: all the what-to-teach chapters completely rewritten; new materials, all of them pre-tested in the classroom incorporated into the how-to-teach chapters; a re-evaluation of the place of science in the total school program and its relationship with other subjects. Two new sections have been added at the ends of chapters: *Discovering for Yourself* contains assign-

ments to vitalize the student's own science experience; *Resources to Investigate* lists various sources of materials which will be helpful in science teaching. Every line of the text has been reset, and two-thirds of the illustrations are new. 624 pages. THE DRYDEN PRESS, 110 W. 57 St., New York 19, N. Y.

### SE-513 Recreation

*Recreation Places.* By Wayne R. Williams. The author in this book, not only reminds us of what recreation has been to people in other times, and in other places, but what it is now and what it is likely to be to us. Chapters are given on the *History of Recreation*; *Places Where Recreation Occurs*;

*Types of Recreation*; *Needs of Different Age Groups*; *European Playgrounds*; *Planning for Recreation*; *Playground Equipment*; *Sports Fields and Lighting*; *Recreation Needs Analysis*; and a bibliography, credits and an index are included at the back of the book. In addition to definitions of recreation by various people, the book contains a series of standards for all kinds of sports from marbles to four wall handball. The captions carry along the theme of the book as it relates to the pictures described. A short essay is included on each subject interspersed and followed by innumerable illustrations. REINHOLD PUBLISHING CORP., 430 Park Ave., New York 22, N. Y.

### SE-347

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Trays as shown, with front cutouts. Boxes have no front cutout.

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**NOW AVAILABLE FOR IMMEDIATE SHIPMENT**

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110	21	10	5	7/16	1/2	3/16
120	20	11-7/16	4-1/2	3/8	7/16	5/32
130	16	12	4	3/8	3/8	1/8
150	19-1/2	13-3/8	4-1/2	3/8	7/16	5/32
<b>T R A Y S</b>						
210-9"	24-15/16	16-15/16	9	1/2	1/2	1/4
210-5"	24-15/16	16-15/16	5	1/2	1/2	3/16
210-3"	24-15/16	16-15/16	3	1/2	1/2	1/8
211-6"	12-9/16	8-9/16	6	7/16	7/16	1/4
211-3"	12-9/16	8-9/16	3	7/16	7/16	1/8
212-5	16	10	4	3/8	3/8	1/8
212-3	16	10	3	3/8	3/8	1/8
212-1 1/2	16	10	1-1/2	3/8	3/8	3/32
213-2	12	11	2	3/8	3/8	3/32
214-2	11	5-3/4	2	3/8	1/4	3/32
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### SE-514 College

*How To Get Into College And Stay There* is 120 pages in length, paperbound, and designed for grades 9-12. This new text is designed to help students make wiser decisions and sounder plans about their future, since colleges now have more difficult admission requirements, and once in, it is harder to stay in than ever before. The text contains over 20 college planning activity sheets for use by the student in making specific college plans. It also contains record sheets for: organizing an autobiography, scholarship information, college application data, and budgeting for college. It can be used in a variety of ways: as a basis for a complete educational guidance unit; in subject classes as an educational planning project; as individual reading for students; and in teacher-training seminars on guidance. SCIENCE RESEARCH ASSOCIATES, 57 W. Grand Ave., Chicago 10, Ill.

### SE-515 Chemistry

*Chemical Calculations* by Bernard Jaffe. Third Edition. 180 pages. Planned to supplement the regular class textbook, this text is intended to overcome the shortcomings in mathematics training that are found in so many of the students who elect chemistry. The book contains 1000 problems arranged progressively according to lesson assignments and presented in three parts. Part I deals with the ten types of problems considered basic to all chemical calculations. Part II offers more advanced computation for the superior high school student or the first-year college student. In Part III are additional problems based on lesson assignments, with the principal equations under each topic. Two sections are provided to help students prepare for college entrance examinations. WORLD BOOK Co., Yonkers-On-Hudson, N. Y.

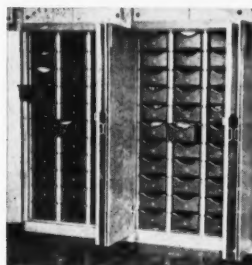
### SE-516 Guide To Children's Books

*Growing Up With Books*, a gaily illustrated pocket-size booklet listing over 250 texts in juvenile literature has just been revised and reissued by Library Journal. This buying guide classifies both old favorites and new classics by age and interest, from the smallest reader to the teenager, with helpful hints about each age group's reading habits. Included with each entry are the title, author, a brief description of the book, the publisher and the price. LIBRARY JOURNAL, 62 West 45 St., New York 36, N. Y.

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SE-350

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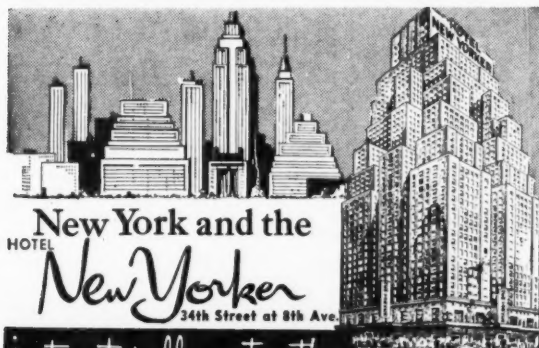
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SE-352

## Beverage-Air MILK COOLERS

the leading choice of over  
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Elementary  
and  
Parochial  
Schools



Model  
SM 40  
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### DESIGNED SPECIFICALLY TO SOLVE THE SELF-SERVICE PROBLEM

Yes—more than ever, Beverage-Air Milk Coolers are the choice of leading schools. They like the easy self-service for even the smallest children and the quick, push-around convenience of these caster-mounted Coolers. They like, too, the 672— $\frac{1}{2}$ -pint carton capacity of Beverage-Air's new Milk Coolers. Other capacities are 560— $\frac{1}{2}$ -pint cartons, 495— $\frac{1}{2}$ -pint bottles or 6—5-gal. cans. Stainless steel or baked enamel models.

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General purpose school coolers that are ideal for cafeteria line-ups, snack bars, etc. Baked enamel sides and ends, stainless steel tops. Hold up to 691— $\frac{1}{2}$  pt. sq., 570— $\frac{1}{2}$  pt. gable or 468— $\frac{1}{2}$  pt. bottles of milk. From small to large capacity Coolers at new low costs.

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SE-353



Courtesy of Rich Township High School, Park Forest, Illinois

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Headquarters for standard and special engineered overhead service lifts and material handling equipment since 1901.

# ECONOMY ENGINEERING

SE-354



Crescent Utility Rack



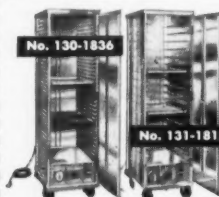
Crescent Tray Cart



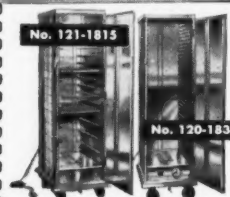
Crescent Utility Cabinet



Crescent Utility Rack



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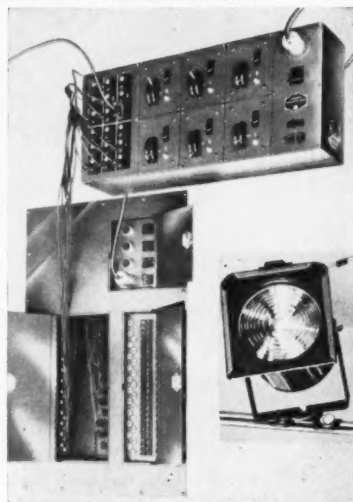


SE-355

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### LIGHTING SYSTEM

for  
Elementary  
Schools



Small stages may now be equipped with lighting and controls comparable to that of larger stages, but at a fraction of the cost. This is made possible by the Hub Electric Company simplified system of stage lighting that is modestly scaled as to number of circuits, size of branch circuit loads and simplicity of equipment. A minimum installation can be set up initially, and later expanded without altering or discarding any of the original equipment. The system offers a variety of lighting effects, subject to both switching and dimming control; is easy to understand and operate; and may be installed on existing as well as new stages.

• Write for your copy of Hub Bulletin ES-54 today

**HUB ELECTRIC COMPANY**  
2255 W. Grand Ave., Chicago 12, Ill.

• Resident engineer in all principal cities

THE SCHOOL EXECUTIVE



## WARDROBES A PROBLEM?

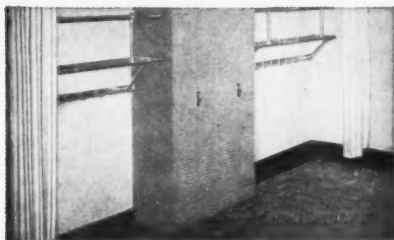
### Here's the low-cost answer!

Practical, easy to install, this compact, convenient coat and hat rack is exceptionally low in cost. Long-lasting, finely engineered in non-peeling aluminite finish.

When desired, makes an ideal space-saving unit combined with the commodious teacher's wardrobe and supply closet and smooth, fire-proof gliding curtaining.

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Clean It **BETTER**

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WITH HEXACHLOROPHENE!**

Here at last is the long awaited cleaner that in *one operation* does *every job* demanded by the maintenance department. Cleans like magic, removes film, eliminates odor, destroys bacteria, needs no rinsing unless desired!

**FAST ACTING...ECONOMICAL TO USE!**

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- Showers and Bathtubs
- Kitchen Grime & Grease
- Waiting Rooms
- Operating Rooms

SE-358

## FREE

### New Audio-Visual Booklet

Presents useful ideas on all phases of audio-visual education. Covers film lessons, student projectionist training, film sources, etc. Written by a leading authority on A-V education and published as a public service by Victor Animatograph Corporation.

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September, 1958

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